

The Catholic School Journal

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NEWSPAPER CONTESTS A NUISANCE.

The contests invented by the daily papers, and appealing especially to school children, are for one purpose, and one purpose only, namely, to increase the circulation of said papers. Their advertisements are very alluringly worded, and the scheme is very ingeniously worked. It looks like pure philanthropy, pure love of children, pure love of education, but it isn't. Nevertheless it catches many gudgeons. In some cities such contests have become a nuisance. In San Francisco Archbishop Riordan recently published an order absolutely forbidding the children of any Catholic school in the archdiocese to engage, during the school term, in any contest proposed by or in the interest of any newspaper. "The minds of the children must not be distracted by the excitement of such contests," says the archbishop, "nor their time, which should be given to school purposes, spent in running about to secure newspaper subscriptions."

ROCKEFELLER EDUCATION BOARD GIVES TO CATHOLIC COLLEGE.

The general education board of New York, organized and financed by John D. Rockefeller, after investigating the work done by the College of St. Thomas, St. Paul, Minn., has agreed to make up one-fourth of a fund of \$300,000, which is to be raised for Archbishop Ireland's favorite school. Dr. Wallace Buttrick, secretary of the general education board, says that the board considers that the educational institutions of St. Paul occupy a strategic position for education in the northwest. Two other St. Paul institutions have received grants. The College of St. Thomas has an enrollment of nearly 600, half of them boarding students, who come from eighteen states and territories. For the last four years the school has been strictly military, Captain Rice, a regular army officer, being detailed by the war department as military instructor. In those four years the school has advanced to the first grade of military schools, the highest rank obtainable.

HOW TIMES CHANGE.

How times have changed! A new public school in Boston will be named after Bishop Cheverus, the first Catholic bishop of Boston. Over the door of the principal entrance will be the inscription: "Bishop Cheverus School." The leaded windows of the entrance will contain a series of educational features, some of which will relate to Bishop Cheverus.

From Philadelphia we have news of a very similar nature—a public school is to be named after that great Catholic patriot, Commodore John Barry. The presentation by Catholic societies and prominent laymen of the claims of Commodore John Barry, "father of the American navy," for honor at the hands of the city's educational authorities bore fruit recently, when, after weeks of deliberation, the special committee appointed by the board of education to choose names for the new public school buildings announced their decision to name a twenty-seven division school at Fifty-ninth and Race streets after the great Catholic naval hero of the Revolution.

1909 AWARD OF LAETARE MEDAL.

The Laetare medal, which is annually given by the University of Notre Dame to some lay member of the Church in the United States for specially distinguished service in art, literature, science or philanthropy, was conferred this year on Frances Christine Fisher Tiernan, the novelist, better known in the literary world by her pen name, Christian Reid. She was chosen for the high honor because she has done brilliant service in literature extending over a long period, by furnishing clean, helpful fiction of high literary merit, in an age when this particular province of literature is filled with meretricious and unwholesome work. Forty novels

of recognized merit and frequent contributions to the literary magazines attest the productive power of her pen and the standing she enjoys in the literary world.

A NEW DANGER TO CHILDREN.

The Rev. J. H. Slinger, one of the pioneer Dominicans of New York City, sounds a note of warning to priests, teachers and parents of the danger to our children from indecent moving picture shows, now found in all the larger cities of the country. Father Slinger has been for many months past quietly conducting an investigation of the facts of the case. An examination of the children themselves in our parochial schools on what they have seen in moving picture theaters will bring out shocking revelations and make apparent the immeasurable danger to young, forming minds of the indecent and lying presentations in many of the moving picture theaters.

Father Slinger's warning is this: "We will not allow a plant or a tree to grow up regardless of the conditions conducive to or destructive of its growth. The sapling that is bent and distorted cannot be straightened when it has become a full grown tree. More susceptible to formation and perfect development than the sapling is the young mind, but the conditions of mental growth must be watched. Early impressions are life lasting. Morbid curiosity and prematurely aroused passions are seeds sown that develop strong public criminals. We must be considerate of the future lives of the children. We must spare them years of the sorrow and of the misery of sin. We must be more attentive to the condition of your children's moral health than to those of their physical well-being."

CATHOLIC DEAF MUTES SUCCEED.

The Sisters of St. Joseph, who are conducting two deaf mute schools in St. Louis, are doing remarkable work in preparing for business those who neither can speak nor hear. In connection with a good grammar school education, these Sisters are teaching the mutes typewriting and bookkeeping. Their pupils range from boys and girls to grown men and women.

The girls and women are educated at the Deaf Mute Institute, North Garrison avenue, while the boys and men go to the school at 9439 South Broadway. The course taught by the Sisters of St. Joseph requires ten years. At the end of that time many of the mutes have learned to talk. Several graduates of the schools are holding good positions in St. Louis as stenographers. Many are employed in St. Louis shoe factories, where they may become expert workers, and other trades also are open to the mutes.

Several months ago the Mercantile Trust Company employed eight mute boys and girls for typewriting work, and their employers say they have given excellent satisfaction as copyists. One of the graduates of the school of the Sisters of St. Joseph is a forewoman at a big St. Louis department store. The Sisters try in every way to get the mutes to make every attempt to regain the use of their vocal organs, but often the pupils prefer to talk on their hands. This is discouraged by the Sisters.

JESUITS TO STUDY EARTHQUAKES.

Rev. Frederick I. Odenbach, S. J., of St. Ignatius College, Cleveland, announces that a world wide movement has been inaugurated among Jesuit scientists for the study of earthquakes. The order will secure uniform data through which the world of science may grapple with the problem of seismic disturbance. Father Odenbach, who is one of the most noted seismic authorities in America, found that the International Society for the Study of Earthquake Disturbances was handicapped by lack of uniformity in the apparatus used in the twenty-nine countries forming the association.

Father Odenbach said of the new work of his order: "The thought struck me that the Jesuit order had it within its power to

organize a chain of seismological stations around the world, stations which would use the same instruments according to the very same instructions. Under such a system absolute comparability of seismograms would be easy to secure."

"How many stations will be operated under the new plan?"

"We have twenty-eight colleges in the United States and Canada. More than twelve of these will be selected as stations, based on their geographical location. Our colleges, scattered over the world, include some famous observatories, such as Manila, Zi-Ka-Wei, Stonyhurst, England, Isle of Jersey, Havana, Bulawayo, Africa, as well as Georgetown, Omaha, Cleveland and Santa Clara, Cal. The instrument to be installed in each station will be the Wichert pendulum. The following are the stations selected for the work in the United States, Canada and Cuba: Georgetown, Brooklyn, Worcester, Buffalo, Mobile, Chicago, St. Boniface, Manitoba, St. Mary's, Kan., Denver, Spokane, Cleveland and Havana."

FRIEST FINDS AGE OF PYRAMIDS.

It has remained for a priest of the Catholic Church in America to settle for all time the mooted question of the age of the great pyramids of Egypt, says the Brooklyn Eagle. The priest is the Rev. Father Guicheteau of the French Catholic Church of St. Vincent de Paul, in West Twenty-third street, Manhattan, and the figures at which he has arrived after most elaborate and intricate calculations show that the pyramids were built about 3,300 years before the birth of Christ.

Father Guicheteau's computation is based on the position of the polar star. In one of the great pyramids is a long, narrow passage-way or tunnel, aiming upward at an angle that made it obvious the builders had in mind but one thing, astronomical observation. The one bright particular star that attracted the attention of the people of the earth at that time the pyramids were constructed was the polar star, which moves but one degree in every two centuries.

BISHOP LILLIS FLAYS BIGOTS.

"Because his excellency Gov. W. R. Stubbs has seen fit to use his own judgment in selecting names for the state text book commission a line and a cry have gone out from some quarters and many unwarranted things are said," declares Bishop Lillis of Leavenworth, Kan. "His offer to place me on board was a greater surprise to me than it could have been to any of his critics."

"The public schools of our state deserve the best that intelligence and means can provide and our text books should be the choicest. I am not acquainted with the other gentlemen on the commission, but reports would indicate their thorough fitness for the position they are called on to fill."

"The criticisms of the new text book commission seem to be aroused because of my relations with the parochial schools, and here I wish to state a few things regarding these schools. They are built and maintained by the people of the Catholic faith. They are private institutions, working for God and country. They impart secular knowledge, using most of the state text books, and they instruct in Christian fundamentals."

"They are not built to oppose or to compete with the public schools. For reasons of conscience they are patronized by the children of the parish maintaining them. In the state of Kansas there are 11,000 children in the parochial schools, and thus the sum of \$250,000 is saved annually to the general public by the existence of these schools."

"The public school system is the outgrowth of denominational schools, established at an early period in our history. There can be no need for alarm, because a large body of citizens sees proper to build, maintain and foster parochial schools."

"I make no apology for the standard of education in these schools. In its results let the parish school system be judged."

"The reverend gentleman who volunteered the information that the 'Catholic schools would not use the state books' was surely misinformed, as facts do not fit into his statement. The opposite is true, as he may learn by a visit to any parish school in the state.

"I would remind the other gentleman, who is quoted as saying that I would cripple the whole system by my presence on the board, that there are six other very high minded commissioners who have the confidence of all the people, including the 125,000 Catholic population, and that these can be relied on to guard the system against one imaginary foe. The unhealthy and unwarranted criticisms that have been aroused over the text book commission are happily not a reflex of the times nor of the spirit of true Americanism."

GREAT POLISH COLLEGE.

Cardinal Gibbons recently broke ground for the proposed St. John Kantius College of the Catholic University of America back of the Soldiers' Home, and close to the Marist College. The building, when completed, will have accommodations for 200 students and will be used for the education of the Polish clergymen in this country. The cardinal turned the first spade full of earth and was followed by Apostolic Delegate Falconi, Bishop O'Connell, the Rev. Dr. Shahan, the Rev. Anthony Lechert, the Rev. G. A. Dougherty, treasurer of the Catholic University, and Dr. A. Grigoc, rector of the Polish College. The building will be of Port Deposit granite and Indiana limestone, brick and fireproof construction. It will be 236 feet front and 66 feet deep, five stories high, and will cost approximately \$300,000. The style of architecture is pointed Gothic.

WORK OF NEGRO NUNS.

Negro nuns rarely are seen in the middle west, yet there are a number in Missouri and Kansas, members of two negro sisterhoods that exist in the United States. The orders are the Oblate Sisters of Providence, the mother house of which is in Baltimore, Md., and the Congregation of the Sisters of the Holy Family in New Orleans. There are about 200 members. The Oblate Sisters now number about ninety members. They conduct orphanages and day schools in Baltimore, Normandy, Mo., St. Louis and Leavenworth, Kan. Also a parochial school in Washington, D. C., and a day school in Havana, Cuba. They care for about 200 orphans of their race and are educating about 500 negro children.

DR. SHIELDS' NEW BOOK.

We are all dullards in one sense or another and we love to be dealt with gently, to have our dullness, our rank stupidity even, charitably or courteously ignored, to be patted on the back for our transient gleams of brightness, and to have some one throw his hat in the air if we chance to be brilliant for a moment.

In his new book, "The Making and the Unmaking of a Dullard," Dr. Shields of the Catholic University, entreats us to accord to dull children the patient attention, the courteous treatment, the occasional brisk encouragement that we grown-up dullards except from our friends and neighbors. The introductory comprises twenty-six pages that have come not merely from his intellect, but from the depths of the author's heart. It is the truly sympathetic treatment of the subject that gives this book its value and adds to its effectiveness. Teachers, religious or lay, should read this treatise of a gifted mind and gentle heart, filled with zeal for the welfare of God's little ones, the dullards in our schools.

NEW JESUIT COLLEGES.

It is announced that Rev. M. P. Dowling, S. J., former president of Creighton University, who went to Kansas City about a year ago to take charge of St. Aloysius Church, has taken the preliminary steps toward founding a college there. Report says that he has secured twenty-five acres of land and raised \$50,000 toward starting the college.

A new Jesuit college will soon be opened in North Yakima, Wash. The Jesuit college in Portland, Ore., is back of the plan, and the proposed building will cost between \$15,000 and \$20,000.

Rev. James McCabe, S. J., president of Marquette University, Milwaukee, announces the completion of arrangements for improvements during the year to the college which will cost about \$200,000. The improvements include the construction of a companion building to that now in use, which will be built so as to provide for a third group building. The new building will be used principally by the school of engineering.

FINDING HOMES FOR ORPHANS.

The establishment of home-placing bureaus through which orphans from asylums may be cared for is the object of a movement that is finding much support in many parts of the country. In Washington, D. C., the St. Vincent de Paul Society has just taken up the idea. The members say that the Catholic orphan asylums are filled to overflowing and that measures must be adopted to relieve the crowded conditions. Cardinal Gibbons, archbishop of Baltimore, having been apprised of the intentions of the society, gave his approval as follows:

"I am persuaded that a bureau such as that which is projected will redound to the religious and moral as well as to the material welfare of our orphans. I give it my cordial approbation."

CHILD SAVING WORK.

A bill that will be brought before the Indiana legislature in the near future in connection with the child saving work will have an especial interest to Catholics and religious orders, inasmuch as one clause provides for the licensing of all orphan asylums and boarding homes of all descriptions. If the bill passes it will mean, of course, that the Catholic orphan asylums must be licensed along with the rest.

It has become known that many orphan homes are maintained in which conditions are not of the best, and in which children are not brought up according to the best principles. It is to reach this class of home and to place it and all of its kind under the control of the state board of charities that the bill has been drafted.

When the bill was first talked of there was much speculation as to whether the clause compelling all orphan asylums to be licensed would not be obnoxious to Catholic authorities, since it would mean the licensing of the asylums at Terre Haute and Vincennes, both under the control of the Sisters of Providence and recognized as model institutions of their kind. However, it was pointed out that the passage of the bill would save the lives of hundreds of babies, and in view of the fact that it seems to be the only remedy to apply to the terrible conditions now existing the charity workers back of the proposed measure do not anticipate opposition.

CATHOLIC CHARITIES.

In a conference at Washington the fact was brought out that the Catholic Church in this country takes care of 93,000 dependent children. The Catholics support 290 orphan asylums, housing 44,966 orphans—in other words, nearly one-half of the number of destitute children provided for in institutions of this country are supported by Catholic charity. From this we see the Church is not inactive in the great charitable movements of the day. The Catholic Church does not advertise her charities to the world, but when it comes to real figures she can talk convincingly.—Church Calendar.

CARNEGIE'S PENSION FUND.

The original endowment for pensions to retired professors, made by Mr. Carnegie, did not include the faculties of state colleges and universities that were supported by public taxation, but about a year ago he decided to admit them and added \$5,000,000 to the endowment for that purpose. According to estimates made by Dr. Walsh, Catholic teachers are saving the country \$25,000,000 yearly. Will they ever merit a pension, or some form of remuneration?

FIRES IN CATHOLIC SCHOOLS.

Although 185 pupils of the Sacred Heart parochial school, Brockton, Mass., were thrown into a panic one day this month by a fire that destroyed the interior of the building, and many of them jumped from the second story windows to the ground, no lives were lost nor was any one injured. The Sacred Heart church, adjoining the school, was threatened, but escaped damage.

Fourteen Christian brothers, instructors in La Salle College, Philadelphia, had narrow escapes, when, on March 12, five caused by a defective flue badly damaged the top floor of the college, occupied by them as sleeping quarters. The brothers were compelled to make their way down a stairway through dense clouds of smoke. All reached the street safely. The fire was confined to the top floor, but other portions of the college were damaged by water. The loss is estimated at \$30,000.

Six young girls were severely bruised in a panic at St. Stanislaus' parochial school, Buffalo, N. Y., during the past month. The school accommodates about 2,000 students.

Of this number 1,000 boys had been dismissed when a fire engine stopped at a house adjoining the school. The sound of the apparatus stopping so near by caused nervousness among the girls and when one of them screamed, "Fire," a stampede ensued, and in a few seconds the stairways were jammed with a mob of fear crazed children. Three-fourths of the children were safely out of the building before the inevitable collapse of the line occurred at the foot of the stairs. About a dozen fell. There was no checking the onward rush of those behind as they trampled over the screaming youngsters on the floor. When the stairway was cleared six of the girls were unconscious. They were quickly revived.

BOSTON EDUCATIONAL CONVENTION.

The 1909 convention of the Catholic Educational Association will be held in Boston this year during the early part of July. Preparations are being made under the direction of Very Rev. Joseph G. Anderson, V. G. The business meetings will be held in Boston College Hall, while the general public meeting will take place in Symphony Hall. A meeting will soon be called of all those interested in Catholic education to perfect plans for making this convention a great public demonstration in favor of Catholic education.

DR. SHAHAN HEADS UNIVERSITY.

The many friends of the Rev. Dr. Shahan wish him godspeed in his new position as acting rector of the Catholic University at Washington. He brings to his new position an intense love for learning and he has manifested his own power of productivity by the publication of several volumes which entitle him to be ranked with the foremost of our Catholic scholars. Of his labors on the Catholic encyclopedia too much cannot be said; it shall remain a monument for centuries to his ability and power of research.

CATHOLIC SCIENTIFIC REVIEW.

The first number of a high class scientific bi-monthly review is to be issued from the University Press at Notre Dame, Ind. It will be called The Midland Naturalist, and is to be devoted principally to the natural history of the prairie states, that region embracing all the territory west of the Allegheny mountains to Kansas, Nebraska and the Dakotas on the west and the Ohio river on the south. The editor-in-chief is Rev. Dr. Julius Nieldand, O. S. C., head of the department of botany. He will be assisted in editing by the other professors connected with the biology laboratories of the university.

SAD ACCIDENT TO EXILED NUN.

Rev. Mother Gertrude, superior of a community of exiled French Benedictine nuns who have established themselves near Covington, La., will be maimed for life as the result of an accident which occurred recently. Rev. Mother Gertrude, while in the laundry arranging some articles, had her right hand caught in the machinery and terribly mangled, while the flesh was torn from the arm to the elbow. No one was in the laundry at the time except the devoted superior, and it was almost a miracle that she was not even more terribly hurt. When she finally succeeded in stopping the machine it was found necessary to take her to New Orleans for treatment. She was taken to Hotel Dieu, where the physicians found it necessary to amputate all the fingers of the right hand. It is feared that the arm will have to be amputated above the elbow.

THE PRIEST'S ADVICE.

"One of the strangest and yet, when you come to think it over, one of the soundest pieces of advice," says State Register of Deeds John O'Neill, "was that which was given a class of which I was a member in a school at St. Paul (Osage Mission) by a Catholic priest. After giving us a kindly talk, full of admonition, the old priest said: 'Boys, there's just one thing I want to advise you to do when you get out into the world. Drink like a brute.' Of course, that sounded strange at first, but the old priest continued: 'A brute never drinks anything stronger than water and he never drinks more than he needs of that.'"

ALL SHOULD PAY IN ADVANCE.

"Enclosed please find my subscription payment to September, 1910. I hope that all subscribers to your excellent periodical will show their appreciation by paying promptly and in advance."—V. Rev. John N. Bapp, Bishop's Secretary, La Crosse, Wis.

Help in Preparing the Closing Exercise Program

Essays, Delsarte Movements, Recitations to Music, Tableaux, Etc., Etc.

IT IS never too early to begin to prepare for the exercises that will take place at the close of the school year. Some teachers draw from all the Friday afternoon exercises of the entire school year, selecting the best for the closing day. As to these exercises the following suggestions are offered:

1. Do not bring forward the school studies in the program, for the occasion is one that will draw the parents with the expectation of pleasure, and you must meet that expectation. If desired, an exhibition of students' work, drawing, composition, examination papers, etc., may be arranged in one of the rooms of the school for inspection by parents and friends on the last day or the day after the exercises.

2. There must be a certain dignity to the exercises. Do not have blacking up of faces, or performances that will make friends of education ashamed. Aim to have the good opinion of the better class who attend.

3. There must be appropriateness; the material you have must be considered carefully; the younger pupils must have suitable things to say, the big boys may give Webster's speeches, and the like. Make it a point, also, to get some humorous selections into the program.

4. Music, dialogues, recitations, compositions and fancy drills (as with flags, etc.) will constitute the staple of the exercises.

5. Select bright and beautiful songs, and, if you can, get a piano or a cabinet organ; practice until they sing well, which depends on the music. Have an appropriate opening piece sung by all.

6. Dialogues are always popular; three or four short ones can be managed; drill on them until they go off well. Where a hall with a stage is not available, a wire can be stretched from side to side of the schoolroom and a curtain hung on that; a screen answers if there is no door behind the stage.

7. Recitations must be short; thus you can bring up a good many pupils; one piece with eight stanzas can be given to four girls; they all come on the stage at once; one speaks two stanzas, another two more, and so on.

8. Eighth grade, high school and academy graduates should always present a few good, short essays, and even in the case of primary school exercises compositions can be used if they are short, interesting and deal with some actual experience or observations of the pupil. In small towns a composition on something of local interest, like a recent fair, a public building, or the fire department, will attract the audience.

9. Drills are always pleasing; fan drills, scarf drills and flower drills by girls in their white dresses are irresistible. For the boys, military drills with wooden guns or wands, dumb-bell and Indian club exercises are equally attractive.

General Suggestions.

(1) Begin beforehand and have everything planned out; settle now who is to have a composition, who a recitation, etc. Drill before school and after school; determine there shall be no prompting needed.

(2) Appoint an executive committee of graduates or older pupils to attend to certain details, to the programs, to invitations, to seat the people, the getting of chairs, the decoration of the hall or schoolrooms, the construction of a platform, etc.

(3) In smaller schools invitations can be written by the older pupils; so can programs. Have the invitations sent out or delivered, signed by the committee of pupils; send them to all parents and friends of the school.

(4) Do not let the exercises take up too much time; two hours should be the limit. Be prompt in beginning and let one exercise follow another with rapidity. It is not necessary to "call off" the performers; as all have programs they will know who is speaking and his theme. Let, therefore, a speaker be ready, at the edge of the platform, to ascend as the other descends; that is, "rush things."

(5) Impress on the pupils that they are to have a good time; fill them with courage. Don't tell them they are going to fail, but that they are going to succeed. And don't get nervous and excited; keep cool. If a boy fails,

say, "You are excused, next;" or call for a piece of music. Don't let such an incident upset affairs.

(6) Remember to give the children of the poor and humble as good a chance as those better off pecuniarily. Don't insist on any special kind of garments; encourage the wearing of such as they have, and not the purchase of new ones; this is often a very serious matter.

(7) Determine to make the occasion not only a pleasant one, but one that shall cause the school to stand higher in public esteem. A jumble of things won't accomplish this.

(8) The reverend pastor of the school will be present, of course, to confer diplomas and address pupils and audience. It is a good idea, also to have some prominent man of the parish make a few remarks.

(9) The closing number should be a vocal selection in which all can join.

Suggestions as to Essays.

As stated above, graduates of eighth grades, high schools and academies should evidence something of their scholarship by presenting short and well-prepared essays. Where the graduating class is large there should be competition for places on the program. Four good essays are generally enough, and in no case should the number exceed six. These should be interspersed with music and other features.

Suitable subjects for these essays are easily obtained. We might mention, by way of suggestion: "Cardinal Newman," "Genius and Ambition," "The Power of Music," "Christian Womanhood," "A Hero of Two Continents—Lafayette," "A Swordless Conqueror—Daniel O'Connell," "Germany's Great Catholic Laymen—Lieber and Windthorst," "Trees, and Why They Should Be Preserved," etc., etc.

A popular idea in the matter of graduation exercises is to have them center about a general theme. Suggestive themes are: "The Women of Shakespeare," "Great Catholic Churchmen," "The Life of Pope Pius X.," "American Statesmen," "Catholic Missionaries and Explorers," "Noble Women of History," "Catholic Laymen of the Last Decade," "The Evils of Intemperance."

Another very good idea is to take for the subjects of the essays, suggestive quotations from the poets and develop same. In this it is of course essential that the pupil comprehends fully and accurately the meaning of the poet. Some quotations that have been used, or might be suitable for this purpose, are:

Howe'er it be, it seems to me,
'Tis only noble to be good.
Kind hearts are more than coronets,
And simple faith than Norman blood.
—Tennyson.

Rugged strength and radiant beauty,
All combined in nature's plan;
Humble toil and heavenly duty
May ever form the perfect man
—Hale.

What cannot art and labor achieve
When Science plans their toils to relieve.
—Beatty.

How oft from brooks apart the thirsting mood
May make the nectar it cannot find.
—Lake.

The creation of Beauty is Art—Emerson.

For the structure that we raise,
Time is with materials filled;
Our to-days and yesterdays
Are the blocks with which we build.
—Longfellow.

And music, too—dear music! that can touch
Beyond all else the soul that loves it much.
—Moore.

The mind that ocean's secrets knows
Perfumes the lily, paints the rose,
That counts each star that shines above,
Alone can fathom mother's love.
—Turner.

Our fathers' God! from out whose hand
The centuries fall like grains of sand,
We meet today united, free,
And loyal to our land and Thee.
—Whittier.

Examples and Anecdotes in Teaching Christian Doctrine

By "Leslie Stanton"—A Religious Teacher.

THE custom of teaching by stories is as old as the human race. From the days of the peaceful Sethites and the Scriptural "mighty men, men of renown," when the patriarch drew his listeners about him and embodied in narrative form the facts and fancies which his ripened intellect had accumulated in its hundreds of years dealings with the affairs of life, down to our own busy, bustling times, when the most popular and powerful literary form is the work of fiction, story-telling has found place in all manner of teaching. Of our Blessed Lord Himself was it prophesied that He would use this form of discourse, and when His public life began the prophecy was amply fulfilled. "All these things Jesus spoke in parables to the multitudes, and without parables He did not speak to them." (St. Matt. xiii., 34.)

In the catechism class, the judicious use of stories is a powerful aid in interesting the pupils and fixing the truths of faith and morality in their your minds. This form of teaching, however, may be, and as a matter of fact often is, productive of far from satisfactory results. This is because the wrong kind of stories are selected or because the stories are told in an ineffective way, or because they are told at inopportune times. Accordingly, in this paper, we shall discuss the following questions: (1) What stories shall be told? (2) How should they be told? (3) What time should be devoted to story-telling?

I. What kind of stories should be told?

The best of all stories are Biblical stories. From an intelligent and comprehensive study of the various stories contained in the Old Testament, such as the death of Abel, the deluge, the dove sent out by Noah, the preservation of Moses, the fiery serpents, etc., the children will perceive the connection and interdependence of the various parts of the sacred book with one another, and their common reference to the scheme of salvation which the Old Testament proves and records.

Next to Biblical episodes, the best stories are those found in church history and in the lives of the saints. Such narrations not merely interest the children, but likewise stimulate their will power and fire their hearts with holy ardor. It is a fact that this rich mine of material suitable for catechism stories is not made use of as generally by our teachers as one might at first suppose. The lives of the saints, especially, are too often ignored; yet they will be found to yield some of the richest material for story-telling. The teacher should familiarize himself with the lives of the saints and be able to draw upon his knowledge thereof when occasion arises. Stories founded on the lives of the saints should always be preferred to stories dealing with the pagan philosophers and moral men of the ancient world, because the former are the far more adequate embodiment of true Catholic ideals. At its best, the virtue of an Agis, a Brutus or a Plato was purely natural and invariably one-sided; that of a Polycarp, a Francis or a Patrick was supernatural in its nature and well-rounded in its development.

Stories calculated to edify and instruct the pupils should be employed to the exclusion of those intended merely to amuse. Amusement is well enough in its own place, but that place is not found in the precious moments set aside for instruction in Christian doctrine. Hence, stories remotely connected with the lesson and which do not possess a practical value as aids in the comprehension of the text should not be told. Ghost stories of all kinds must be sedulously avoided, as they tend to excite the children's imagination without being of the least benefit. It is also well to guard against making the stories told in the catechism class consist to any great extent of events more or less marvelous. Teachers founding their class stories on the unauthenticated accounts of miraculous events contained in certain devotional books delude their pupils and sometimes involve themselves in disagreeable complications without, at the same time, enlightening the children the least bit on any one of the truths of faith or making the love of virtue sink any deeper into their hearts. Should the teacher wish to give an account of some miracle not dealing with the life of our Blessed Lord, he will find rich material in the

processes of canonization of the various saints. The accounts of miracles therein contained may be relied upon as perfectly authentic.

II. How should the story be told?

The qualities which should characterize the catechist's presentation of the story to his pupils are three, interest, brevity and coherence.

Interest. The story should be told in an interesting manner simply because that is the first and principal means of securing the attention of the pupils. Children find no pleasure in listening to a dry, set, formal recital, however sublime or orthodox the subject matter may be. Thus it is that story-tellers, like poets, are born, not made; but just as an ordinary individual can, by patient practice, acquire the dubious art of penning harmless and more or less graceful versical effusions, so, by careful preparation, can the catechist, though not to the manner born, from the habit of talking interesting to his class. An effective way to win the attention of the children is to elicit sympathy for some particular character in the narration, pointing out in a few graphic words the distinguishing characteristics of the person described, some unusual feat performed by him, the extraordinary circumstances in which he was placed, etc.

As a general thing, stories should be related rather than read. Of course, one might say with perfect truth that it would be an extremely presumptuous teacher who could think himself capable of outdoing the simplicity, beauty and effectiveness of the Biblical narration. But this objection is not to the point. There is no question of trying to improve on the sacred text, but of trying to present the ideas contained in that text in the form best suited to young and immature minds. Ordinarily, children find reading—even what might be considered good reading—more or less tiresome; it never does, it never can make the same impression that apparently extempore narration invariably produces. In telling the story, the teacher should, ordinarily, follow the plan of the original narration and show his familiarity with the subject by imparting to his listeners the atmosphere of the story. The children will then possess a coherent and fairly well organized idea of the characters and incidents, since words, voice, gestures and personality of the teacher all combine to make a strong and lasting impression.

Brevity. When we say that the story should be brief, we do not mean that the narration should necessarily take up only a small portion of time, but that no useless details should be presented and no remotely connected issues given undue prominence. Certain effective scenes must be described to impart the atmosphere of the story; but once this is done, the narration should be clear, direct and succinct. The third part of the familiar rule, "Have something to say, say it, stop talking," applies with as much force to narrative recitals as to sermons and orations. To protract the story after it has been really told is liable to confuse the children and prevent their forming a clear and definite notion of what the story was all about.

Coherence. Just as brevity ordains that the story should not be drawn out beyond its proper limits, so coherence requires that its several parts hang together in such a way that the children may, without undue effort, grasp the relations existing between its various divisions. In many respects this is the most difficult part of story-telling. It is comparatively easy to begin a story, and scarcely less so to relate the striking incidents which compose it; but to indicate, or rather to suggest, the interdependence of the several portions, and, without stiffness and formality, to draw a suitable, attractive and adequate conclusion is a matter which cannot so easily be performed. The best and most practical solution of the difficulty—the best and most practical solution of almost all difficulties met with in the catechism class—is careful preparation. The chief features of the story and the lesson which it is intended to convey should be distinctly foreseen. In no part of the narration should that lesson be lost sight of, although, on the other hand, in no case should it be obtruded. When the story is rightly told there will be no need of interrupting the narration to interject a lecture on morality. Neither should the moral

of the story be formulated at the conclusion. Some of us here recall those old-style Sunday-school books containing five or six demure little stories with the moral of each tale printed in bold-face type, and how we used sedulously to skip the moral and begin the next story; for, weak and disgustingly "goodygoody" as those stories were, we preferred them to the heavy-typed "morals." It is probable that we didn't miss much. The story that cannot teach its own lesson is not improved by having a moral tacked onto its conclusion. In a genuine story, the lesson it is intended to convey need never be indicated; it is always felt.

III. When should the story be told?

When the story is a story and not merely a reference or an allusion to some Biblical or biographical incident, its proper place is at the end of the lesson. Exceptional cases, of course, may arise when it is more expedient to tell the story at other times; but the advantages of the narration taking place just before the pupils are dismissed warrant our making this rule of procedure. The story is to the catechetical instruction what the dessert is to the dinner. It is necessary, relatively speaking, and very good in its way; but if it comes too soon it will destroy our appetite for more substantial things. Relate a lengthy story at the commencement of the lesson and you sow seeds of inattention and restlessness for the remainder of the hour. The only thing that will arouse the pupils after that is another story; and too many stories, like too many pieces of pie, are not good for children. On the contrary, the story related at the end of the lesson is a sort of reward for attention and good behavior. It serves to drive well home the lesson of the day and constitutes a pleasant prelude to dismissal.

Circumstances differ so widely in different places that it is difficult to state what proportion of the time set apart for religious instruction should be devoted to story-telling. The teacher who does little else than tell stories will find that his pupils will know and care for little else. On the contrary, the teacher who rarely or never tells stories will often fall upon dismal days; he will at times find the children absent-minded and listless, and will experience difficulty in making efforts to awaken interest and arouse enthusiasm. The sure, safe course lies between the two extremes.

DON'TS FOR CONVERSATION.

(Put This On the Board.)

- Don't say "froze" for "frozen."
- Don't say "knewed" for "knew."
- Don't say "he graduated," but "he was graduated"
- Don't say "did he get killed?" but "was he killed?"
- Don't say "friend" when you mean "acquaintance."
- Don't say "going to" for "going." The word "to" is redundant.
- Don't say "I like this equally as well," but "I like this as well."
- Don't say "I don't know as I do," but "I don't know that I do."
- Don't say "It is most time to start," but "It is almost time to start."
- Don't say "This is a splendid bargain," but "This is a good bargain."
- Don't say "I don't know but what," but "I don't know but that, etc."
- Don't say "I will loan you the horse," but "I will lend you the horse."
- Don't say "for some reason or other," but "for some reason or another."
- Don't say "This could easily be proven," but "This could easily be proved."
- Don't say "This is different than, or to that," but "This is different from that."
- Don't say "I have every confidence in you," but "I have entire confidence in you."
- Don't say "from whence" for "whence." In this case the word "from" is superfluous.
- Don't say "I am going to commence my studies," but "I am going to begin my studies."

It will be noted that in this number of The Journal we present two religious calendar designs for the month of April. The cover design is entitled the "Month of the Passion," this being the more widely used dedication in the United States. The design to be found on an inside page is for the "Month of the Holy Ghost," this being the dedication ascribed by Rev. Francis Xavier Lasance, in "Visits to Jesus in the Tabernacle," and the devotion for April of many religions.

"THE DOUBLE THRONE" or "RELIGION AND PATRIOTISM"

By Sister M. C. Borromeo, O. S. D.

(A One-Scene Play for Academic or 8th Grade Pupils.)

[This play was begun in our February number and is completed herewith. Extra copies of these three issues may be had for 10 cents each, or the complete play may be obtained for 25 cents by writing to The Journal.]

No. 42. CAPITAL—Do not let this extravagant speech alarm your bloody Highness, O Prince of War! The Russo-Japanese conflict, occurring so soon after a peace conference, proved that the good resolutions of nations, like those of individuals, often go to pave the warm regions of the next world. There is money for Capital, whether War or Peace triumphs, so I am neutral in the contest between them.

No. 43. LABOR—All the same, War will not die, if Capital finds it profitable to keep it alive. Arbitration may become a giant in time, but he is in his infancy now. He has much to learn, and his strength has not been properly developed. But there is one, here in our midst, who has been silent, and whose name has not been mentioned yet; without him there could be no war, no struggle to preserve peace, no effort to gain Liberty, no desire to exercise Loyalty. Let me hear noble Courage speak.

No. 43. COURAGE—It is true that without me, nothing can be done that is worth doing. Without me, Capital would triumph and Labor would tamely submit to injustice. The oppressed, without my help, would continue to suffer unmerited woe, and would make no demands for redress.

Without me, the Past would have had no heroes, and were I to fail her, the Present would be robbed of all her glory, while the prospects of the Future would be dark and hopeless. Without me, earth would be the cemetery of countless failures, and heaven would have no human souls to fill its vacant choirs.

No. 44. YOUNG AMERICA—Well, I declare! You're a mighty important personage, according to your own showing. Nothing small about your good opinion of yourself. Ever had your head measured? Must be hard to find a hat to fit you! And so you represent that thing that I feel inside of me when something turns up that isn't all right, and I want to fight it? Why—I believe I've met you on baseball and football fields, and on the campus of the college. Why—sure, you are Young America's favorite chum, old Courage! I'm told that you frequent even girls' academies and colleges, and that you don't disdain to help their students sprain their ankles at basket ball. Well, well, and you're the mainstay of the new woman, too, and she certainly needs Courage for a chaperone, if she has to earn her own living.

No. 45. COURAGE—There was a time when woman had no need of Courage; fortitude sufficed her; but as men have grown cowardly, in a moral sense, woman has grown brave and promises to win in the handicap of life. It is like Young America, however, to recall his pleasures on the ball fields, and to ignore the fact that he has met me on the battle field. It is universally admitted that, while other lands are my abiding places, America's my home—the land of the brave and the free!

No. 46. PIETY—I salute you, noble Courage! I am Piety. When you are allied with me, none can withstand you. Not the most cruel of Roman Emperors, with his praetorian guard, and his cohorts, could bend the will of even one small child in whose heart dwelt Faith and Piety, supported by Christian Courage. You are indeed great and powerful. Soon there will appear among us a glorious being, greater, nobler, holier than any Spirit here. For her, you have done your greatest and most daring deeds. The death of the hero and of the martyr honors you, and glorifies me, for I am Piety, the joy-bringer, the joy-maker, and above all, the inspirer of true Courage.

No. 47. PEACE—Yes, O gentle Piety, and you are likewise the creator of true peace; Courage preserves Peace, though he also supports War. When War is raging I fade away and disappear, and yet War is my

(Continued on page 353)

BLACKBOARD DRAWING FOR APRIL

MISS M. BRINKWORTH, BUFFALO, N. Y.



Nature Study

APRIL NATURE STUDY

Fred L. Charles, Professor of Biology and Head of
Science Department, State Normal School,
DeKalb, Ill.

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FIRST WEEK

Rain and thunder storms to be expected, and possibly hail or even snow. From her predecessor April inherits very bad roads.

Lawns become green; grass seed being sown; occasional earthworms.

Pussy willow, soft maple and American elm in full bloom, with red elm not far behind; mixed buds of the box elder opening. Twig buds swelling on the American elm, red elm, soft maple, Norway maple, horse chestnut, balm of Gilead, hackberry, pear and cherry. Leaves appearing on the lilac, wild gooseberry, rose, certain willows, on the more venturesome individual soft maples and box elders, and in the top branches of the Lombardy poplar. The scarlet oak begins to lose the sered leaves which it has retained all winter.

In early bloom we may find dandelion, hepatica, spring beauty, bitter cress (*Cardamine*); in lawn or garden the snowdrop, crocus and pansy. The pasque flower in full bloom; marsh marigold in bud. The familiar foliage of clover, cinquefoil, buttercup, violet, wild cucumber, dogtooth and other old-time acquaintances appeal to the eye.

These birds are abundant: meadowlark, redwing, bronzed grackle, phoebe, bluebird, robin, crow, bluejay, flicker, sapsucker, song sparrow, fox sparrow, brown creeper, white-breasted nuthatch, golden-crowned kinglet; flocks of juncos; ducks and geese passing overhead. Five species of woodpecker common. Mourning dove, cowbird, wood pewee, olive-backed thrush, chewink, barn swallow and winter wren arrive from the south. Flicker, downy woodpecker, phoebe, fox sparrow, chewink, meadowlark, bronzed grackle and mourning dove seen in pairs; robins at the creek for mud; bluebird, flicker, redhead and grackle also building; crow, horned lark, certain hawks, and the English sparrow incubating eggs.

The pond becomes a center of interest; chorus of frogs; time to gather frog spawn; crayfish with eggs or young; snail, turtle and muskrat active; fairy shrimp amply rewards those who seek its acquaintance.

Snakes fairly numerous; field mouse and mole alert; young flying squirrels occupy the nest in the hollow limb. Dog and horse still "moulting."

Spiders numerous; mosquito, gnat and house fly common; now and then the chirp of a cricket; mourning cloak butterfly emerges from hibernation; occasional sulphur or cabbage butterfly, ants, locust, lady beetle and honey bee.

Early potatoes are planted; lettuce, radish and onion

are "up;" the hotbed assumes importance. Farmers are plowing, if weather permits, or sowing oats.

SECOND WEEK

Weather dubious—warm or cold. High water in the creek.

Box elder, cottonwood and ironwood in bloom; also golden bells (*Forsythia*), first of the shrubs. Buds opening on the sycamore, hazelnut and quaking asp; leaves appearing on the honeysuckle, bridal wreath (*Spiraea*), blackberry, raspberry, crab apple, hawthorn and walnut.

Yarrow and wild strawberry plants prominent; early tulips blossom; crocus and chickweed (!) draw attention to the lawn; hepatica, spring beauty, buttercup, shepherds purse in fresh bloom; June grass headed; mosses with attractive green capsules; purple trillium, white trillium, Jacob's ladder, violets and wild strawberry in early bud.

Birds arriving from the south: hermit thrush, swamp sparrow, white throated sparrow, vesper sparrow, chipping sparrow, martin, Carolina wren, coot, blue-billed duck, sora rail, night heron, American bittern, and possibly an aggressive myrtle warbler. Fox sparrow leaves for the north; phoebe nesting; horned lark and earliest robins with young; flocks of cowbirds.

Caterpillar, dragonfly, water strider and small moths are added to the insect list.

Early gardeners spade or plow, planting peas, beets, carrots, parsnips, parsley and other hardy vegetables.

THIRD WEEK

Things getting green outdoors, and buds bursting, but frosts not infrequent.

Elms and soft maple still in bloom; hazelnut and pistillate box elder come into bloom (the staminate box elders being well advanced); ironwood catkins still lengthening; poplars laden with bloom; the willows differ, affording problems in the identification of the many species. Horse chestnut rushes into foliage; leaves rapidly developing on the soft maple, wild black cherry, birch, apple, elms, Boston ivy, woodbine (*Virginia creeper*), lilac, mock orange and roses; wild gooseberry in full foliage. Scarlet oak and white oak stripped of their storm-beaten dead leaves. Sometimes a peach blossom or a spray of bridal wreath.

In bud: Jacob's ladder, trilliums, violets. In early bloom: Bloodroot, *Isopyrum*, rue anemone, (*Anemone*), dogtooth violet, marsh marigold, toothwort, buttercups, hyacinth, daffodil, tulip. In prime: hepatica. Dandelions abundant. Snowdrop and crocus gone by. Mandrake "coming up."

First myrtle warbler (and possibly a palm warbler), field sparrow, purple finch, brown thrasher, hell diver (pied-billed grebe), and redbellied woodpecker (if you are so fortunate as to see one). Redtailed hawk, short-eared owl, robin and crow sitting on eggs. Sapsuckers everywhere, revelling in the flow of the maple; also abundant are the hermit thrush, redwing, grackle, meadowlark, bluebird, robin, winter wren, brown thrasher, kinglets, brown creeper, myrtle warbler, flicker, downy, white-throated sparrow, song sparrow, phoebe and mourning dove. Now and then a flock of fifteen robins apparently not engrossed in household cares; large flocks of juncos; cowbird, grackle and waxwing gregarious.

Dragonfly, cabbage butterfly, painted lady, and lady beetle frequently seen; giant water bug creates excitement.

Gophers abundant; snakes to be found for the seeking. Bonfires follow the cleaning up of the yard.

FOURTH WEEK

Fickle weather, but probably fairly satisfactory for baseball enthusiasts; the ground rapidly becoming dry enough for athletics (in field or garden).

Leafing: hackberry, scarlet oak, bur oak, mountain ash, Carolina poplar, cherry, peach, hard maple, flowering currant. In full foliage are the lilac, raspberry, box

elder, soft maple, horse chestnut, pear, and Lombardy poplar. Flowering: the first red oak, scarlet oak (with catkins one inch long), hackberry, early fruit trees—cherry, pear, apple, peach, plum—and still the elms, poplars, soft maples and box elder; also (early) bridal wreath and magnolia. Twig buds swelling on the snowball, and flower buds on the crab apple. Bass, hickory, pignut, and (with individual exceptions) the oaks still apparently dormant. The box elder and certain willows are now the greenest of the trees.

In early bloom are the wood anemone, dutchman's breeches, yellow violet, blue violet (of the woods), Jacob's ladder, toothwort, innocence, ladies' tobacco (Antennaria), marsh marigold, Jack-in-the-pulpit, and, in the garden, bleeding heart. Sometimes an early wood phlox, white trillium, or mandrake. In prime: spring beauty, dogtooth, violet, rue anemone, isopyrum, Cardamine (bitter cress), and blood root. Hepatica gone by; many dandelions dispersing seed. Lily-of-the-valley and wild cucumber plants "up."

Catbird, chimney swift, veery, white-crowned sparrow, Bartramian sandpiper, yellow legs, solitary sandpiper, little green heron, great blue heron reappear after a long absence; meadowlark, bluejay, mourning dove, grackle, song sparrow, chipping sparrow, and red-headed woodpecker building nests or laying eggs; English sparrow, robin and phoebe still doing likewise; redtailed hawk, crow, owl and English sparrow with young; perhaps an early brood of song sparrows. Junco, tree sparrow, golden-crowned kinglet, ruby-crowned kinglet, chickadee, brown creeper and white-breasted nuthatch still here, but the call of the north diminishes their numbers. Flocks of myrtle warblers; white-throated sparrow and chewink especially abundant.

Ant hills become noticeable; water boatman, red admiral, painted lady, sulphur and cabbage butterflies, mourning cloak, dragonfly and plentiful house flies (typhoid flies!) are among the insects noted; perhaps an early May beetle or monarch butterfly; plant lice infest the fruit trees; bees visit the dandelions; indoors cecropia moths may emerge from cocoons which were collected last fall.

Grass growing rapidly when sunshine follows rain; in the fields the low spots are bright green while the knolls are gray; the lawn mower is inspected. Earthworms abundant. Baby cotton-tails occupy the nest hidden in a secluded nook in the garden.

Toads spawning in the pond, their high sustained trill succeeding the chorus of the frogs.

Farmers busy with fertilizer or plowing.

When at last we have torn the March sheet from our calendar and made way for April, a new era begins. Spring is fairly launched and developments come with a rush. Surely in this whirl of seasonal progress "when the buds are all a-bustin' and the leaves a-gettin' green," "when the wind coaxes the bloom" and all is anticipation of May-day, the nature lover needs no other inspiration than the thought of April's fairer offerings. One would think that no further suggestions were necessary after these hints of what may be expected each week of the month, which are based on April's past record in northern Illinois.

How fully have you availed yourself of April's offerings? How rich has your experience been? And do you sense the thrill that comes to a whole-souled boy when he finds a teacher who enters into his outdoor joys or interests?

For formal listing in a course of study the following topics may be noted as appropriate to the season:

Thunderstorms; hail; effects of late frosts; spring freshets; relation of forests to stream flow.

Making and care of lawn; grass seed; bonfires.

Landscape gardening; planning the home grounds; selection of trees and shrubs.

Awakening of winter buds; studies of the tree framework; identification of trees before foliage appears; twig bud and flower bud; tree calendar.

Transplanting of trees and shrubs; planting of tree seeds; celebration of Arbor and Bird Day; historic trees; fruit trees; spraying for insect pests; vines for the home grounds.

Early wild flowers; underground storage as-compared with development from seed; annuals, biennials and perennials; early weeds; the forest floor; evergreen habit as compared with deciduous.

Arrival of birds; period of sojourn here—permanent residents, summer residents, etc.; departure of winter residents and early migrants; early nesting birds.

Pond life; snail, turtle, crayfish (with eggs or young), muskrat, fairy shrimp; cyclops, frog spawn and tadpoles, toad spawn, salamander; distinction of amphibia and reptiles.

Awakening of hibernating animals; snake, gopher, various insects, pond animals, etc.; moulting of birds; shedding of winter coat of dog and horse.

Young mammals; wild rabbit, flying squirrel.

Fertilizers; needs of the soil; physical and chemical studies; use of sodium nitrate; plowing, preparation of the garden.

Garden work; planting of seed; hardy vegetables; selection of varieties; experimental plot.

The earthworm; habits, life history, economic importance, enemies.

Here is invitation for every one, whatever may be his tastes, to enter the nature-study field. Perhaps the most significant work at this period is done in the garden—the home vegetable garden. What is done at school should but lead to the home, may be highly educative, and should certainly be something more than technique.

Select two small separated plots lying side by side, in which the soil is uniform. In each, plant five diverse types of radish and five diverse types of lettuce; letting all conditions—including the details of planting—be exactly duplicate in the two plots. Fertilize one bed with nitrate of soda; leave the other bed without fertilizer, but otherwise give the two plots identical treatment until the crops are marketable. Space does not allow the discussion of this study here. Any greenhouse man will assist you.

Next month we shall present a study of the birds.

THE SCHOOL-CHILD UP TO DATE

By Elsie Duncan Yale in "Life"

Make haste to school, my little child,
Or else you will be late;
Your books, are all aseptic now,
And here's your sterile slate.

Your pencil has been boiled an hour—
'Tis germless, now, I hope;
And don't forget to wash your desk
With this carbolic soap.

And lest about the schoolroom floor
Some unseen microbes lurk,
Just sprinkle formaline around
Before you set to work.

You'd better put, for safety's sake,
Bichloride in the ink;
And water that has not been boiled
You must not dare to drink.

Of course, when recess comes around,
Some food you'll want to munch;
So in this disinfected box
Is predigested lunch.

And since 'tis said that in a kiss
Bacteria may dwell,
I may not give you, as I'd like,
A mother's fond farewell.

PUTTING UP BIRD BOXES

B. S. Bowdish in Audubon Leaflet.

How to Make and Where to Place Them

There is no keener pleasure derived from any source than that which comes from the possession of bird neighbors. No class of tenants give more complete satisfaction than box-dwelling birds, houses for which can be cheaply and easily erected. No class of tenants can be relied upon for more full and complete rental, in the shape of noxious insects destroyed, delightful music rendered and, further, they are an unfailing source of amusing and instructive incidents. The boy or girl who puts up boxes for the birds to nest in, supplies them with drinking and bathing places, and provides food for those species which remain in winter, is certain of an unfailing source of pleasure, which can never be known to any one who pursues them with bean-shooter or stones, or simply ignores their presence. The chances are far better that the bird-loving boy or girl will make the better citizen.

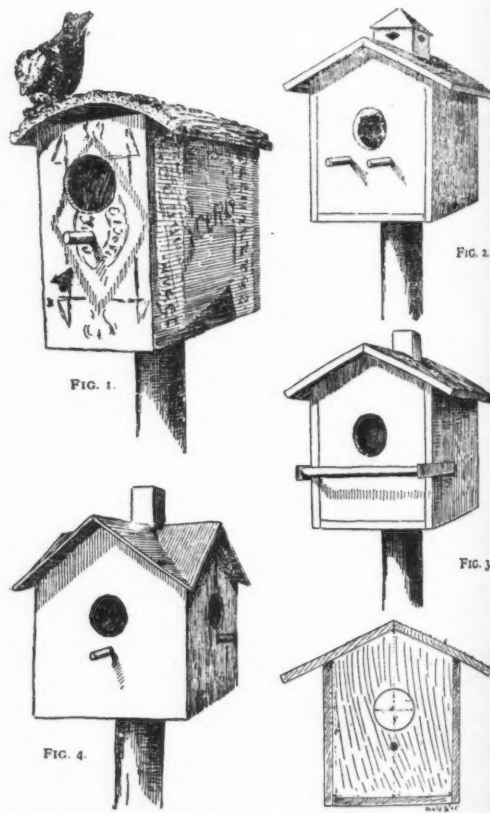
Birds, like human beings, are capable of adapting themselves to circumstances to a very great degree. This is well illustrated in the barn and cliff swallows, which in settled localities have taken to nesting on the rafters and under the eaves of barns, instead of upon the faces of cliffs as did their ancestors, and as their brethren of less settled sections still do. In preparing nesting places for the birds, it should be borne in mind that the kind which will most readily appeal to them are such as most nearly approach to their natural nesting sites. Bluebirds and house wrens are the species which most quickly respond to an invitation to nest in artificial sites about our homes, and are the least critical as to the architecture of their dwellings. The roughest shelters and the most ornate structures are both acceptable to these welcome bird neighbors, but plain and weather-stained boxes are most sure of an early tenant, though with the bluebird and house wren the appeal of a convenient knothole or natural cavity in a limb is apt to be stronger than the attractions of any box.

Purple martins prefer to nest in colonies, and elaborate, many-roomed houses are often fully occupied in sections where the birds are still found. Unfortunately, they are comparatively rare in contrast with their former numbers. Tree or white-bellied swallows sometimes occupy the more elaborate boxes, but have a much stronger preference for the more natural cavity in the limb of a tree than do most species. The crested flycatcher has nested in such natural cavities, near houses, though normally a rather retiring bird. The possibility of this bird for a neighbor is well worth providing attractions in the shape of alluring cavities. Should a pair of these birds accept such a site they must not be too much troubled by attentions until the eggs are hatched. In suitable spots the chickadee may avail himself of a well-chosen natural cavity provided for his accommodation. The flicker is sometimes not averse to accepting a ready-constructed home. Finally, in the orchard it may be possible to have a screech owl for a tenant, and be assured he is in every way a tenant worth having. As a mouse and rat trap he is far superior to the house cat, and if his vocal efforts are not musical, it at least has range and expression.

Screech owls, bluebirds and chickadees are for the most part resident throughout the year. All of them are most apt to frequent the neighborhood of our homes in search of food in winter, therefore winter is the time to get the tenant house into place. The birds are not slow to avail themselves of such shelters, as roosting places from cold and inclement weather. Becoming acquainted with the advantages of these sites in winter, it is quite

natural for the birds in the spring to bring their mates thither, and there establish their summer home.

The most natural bird homes, and such as may often be provided with the least trouble, are pieces of hollow limbs or small hollow trunks of trees, or the old nesting holes of woodpeckers. If no limbs with suitable cavities are found, they may be made by taking a piece of a limb, about eight inches in diameter, and fourteen to sixteen inches long, dividing it in half, with a rip saw, from one end to within about three inches of the other, where it is met by a right-angle cut from the side. At this point an entrance hole is made thru the shorter or front half. The two halves are then hollowed out so as to form a cylindrical cavity about three and one-half inches in diameter and ten inches deep, when the two halves are placed together and wired. Such a bird home is shown in one of the illustrations, and it has this advantage that if a young bird dies, or the home becomes obstructed in any way beyond the remedying of the tenants, the landlord may open it and rectify the trouble. A perch is provided just below the entrance by way of a front porch. A similar bird home is made by boring an auger hole from one end of a piece of limb to within a couple of inches of the other, plugging the bored end and making an entrance hole near the other end. These nesting places are for bluebirds, house wrens, chickadees and tree swallows. Little larger homes of the same type are required for crested flycatchers, and decidedly larger ones for flickers. A good-sized deserted flicker home or similar cavity provides a nesting site to attract the screech owl. A piece of the wooden tubing from a chain pump, with the ends plugged and a side entrance hole made near the upper end, the tube being covered with bark, makes a very good substitute for a hollow limb. Even a long, narrow box, made up in about the same manner and covered with bark, answers very well. If old and weather-stained boards are used, the bark



Suggestions for bird houses.

covering is not absolutely necessary, but it adds to the attractiveness, both from the bird and the human standpoint.

Another method of making artificial hollow limbs, which has been described, is to cut limbs of the proper diameter, according to the tenant for whom they are intended; saw them in sections of proper length; make an incision thru the bark on one side from one end to the other; on the opposite side bore a hole thru the bark for an entrance; then with a wooden wedge carefully separate the bark from the limb until it is entirely free. Sections of the limb an inch and a half in length are sawed off and nailed into the ends of the bark, and over the slit in the back a strip of branch or wood is nailed, which in turn is nailed to the tree or other support where the nesting place is to rest. Small drainage holes to allow the water to escape from the bottom of any artificial nesting limbs or boxes in case rain should drive in, and sloping and projecting tops to shed rain, are important in all cases. Pieces of limb, natural or artificial, may be wired to the trunk or branches of a shade tree, or fastened on top of a post, which may be covered with growing vines, but care must be taken to guard against the raids of cats and squirrels. A piece of tin fastened around the trunk of the tree or post which bears the bird box, in the shape of an inverted funnel, is sometimes used to prevent cats gaining access to the nest, and when the box is on a post a strip of heavy square-mesh poultry wire may be placed on top of the post, under the box. On the grounds belonging to a neighbor of the writer, in a woodbine growing on a post, directly under the wire guard and box, a song sparrow built her nest and reared her brood.

Dried gourds, hollowed out, with an opening made for an entrance, hung in a tree often attract wrens and sometimes bluebirds. In fact, wrens will utilize old tin cans or almost any sort of receptacle. The writer saw one nest built in an old elbow of conductor pipe that hung in an unused chicken-house, and another on the ashes in a barrel ash-sifter.

To utilize an old tomato can, the flap which has been almost severed from the box in removing the fruit has a small hole cut out by making two slits about an inch apart and the same length, bending up the piece between the cuts. The rough edges around the entrance of any tin nesting receptacle should always be bent over to prevent birds being injured by them. Such a nesting box is either tacked to a piece of board which is in turn fastened up on the side of a building or the trunk of a tree, or it may be fastened directly to the building or tree by two nails driven obliquely thru the end from the sides. An old funnel with the large end nailed against the side of a building or the trunk of a tree makes another readily provided nesting place. Coffee pots tea kettles, milk cans, lard pails and flower pots are among the discarded utensils which may be fastened up in suitable places for the use of the birds as nesting sites.

Receptacles for wrens' nests may have entrance holes about the size of a silver quarter dollar, large enough to admit the wren but too small for the English sparrow. This bird is another enemy to our native birds, and one which has done more than any other agency to drive them from our grounds, utilizing for his own nest the places provided for wrens and bluebirds, and quarreling with and driving away even those species whose nesting habits do not in any way conflict with his own. Boy and girl landlords must guard against these undesirable naturalized citizens, removing their nests when they start to build, and frightening the little disturbers off the grounds.

Some writers find swinging boxes or nesting limbs, hung in the branches of trees by wires, proof against the English sparrow, which is wary of any nesting site not absolutely stable. Others have not always found this method successful. It is probable that as a rule the sparrows would not trouble such domiciles.



FIG. 6.



FIG. 9.



FIG. 10.

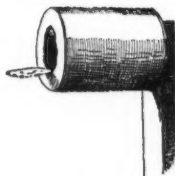


FIG. 13.

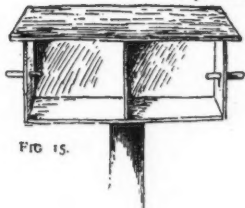


FIG. 15.

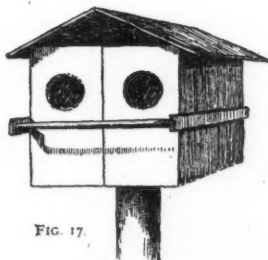


FIG. 17.



FIG. 18.

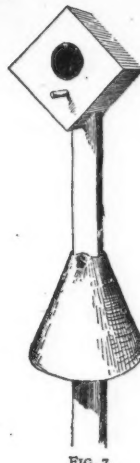


FIG. 7.



FIG. 12.

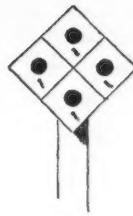


FIG. 8.



FIG. 11.



FIG. 14.

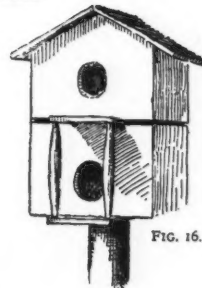


FIG. 16.

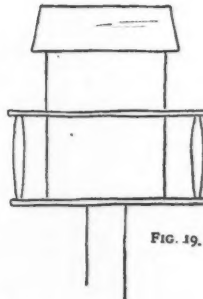


FIG. 19.

Improvised bird houses.

Suggestions for bird houses.

Drawing and Construction Work

DRAWING FOR APRIL

Alice V. Guysi, Supervisor of Drawing, Detroit.

A frequent fault encountered in our schools is the repetition of the same lesson in several classes. A teacher having obtained gratifying results with a certain lesson, other teachers attempt the same, without considering if it would fit the need and ability of their own class, which it probably will not. The result is discouraging, and if the trial has been made in a lower grade than the class originally doing the work, the keen edge and interest in the lesson will be taken off when this class passing on has the lesson presented to them; replacing the interest which it should be the right of the teacher to incite is the memory of failure.

There is much material, especially in plant life, which can be utilized in any grade if properly treated, and the intention of this article is to show how the same flower may be treated in the different classes.

I have selected the tulip because it is a favorite spring flower and is easily obtainable.

The suggestions may be applied to any flower, and in some grades it is wise to try several of them, beginning



Cutting and mounting—first and second grade.

with the simpler ones as a review, and developing the work until the standard for the special class is reached.

FIRST AND SECOND GRADES

From previous experience we have learned that we get strong results in form by cutting, while necessarily eliminating detail. Let us then try to cut the form of a tulip and its leaves. After some practice let us prepare paper by making a green wash leaving a stripe broad as the blossom is long, from which to cut it. This stripe may be left white or colored as our specimen is white, yellow, pink or red. Out of this make a final cutting and mount.

Afterward try painting the tulip. The first grade may try outline in charcoal and the second grade a pencil outline.

THIRD GRADE

Silhouette in ink may replace the cutting lesson.



1. Silhouette—third grade.
2. Vase drawing giving color value.

Follow this with a painting lesson, and lastly try the pencil outline.

FOURTH GRADE

May try silhouette in ink. A color sketch and an accented pencil outline. They may also make a pencil sketch, reducing the color value to two tones.

FIFTH GRADE

A two-tone ink sketch, accented outline and pencil sketch, reducing the color value to two tones.

A color sketch.

SIXTH GRADE

Will commence with the pencil sketch in accented outline, follow this with a sketch showing color value reduced to not more than three tones.

In this grade we may also attempt to represent the large masses of light and shade.

A color sketch, too, may be done.



1.

2.

1. Outline drawing—third grade.

2. Pencil sketch, showing value reduced to two tones.

SEVENTH AND EIGHTH GRADES

Begin with accented outline and lead up to the study in light and shade, also showing color value.



1.

2.

1. Accented outline sketch.

2. Sketch showing light and shade.

By the use of a finder a pleasing arrangement of the spray may be selected, and a decoration arrangement in flat washes made.

Draw the forms carefully, erasing all unnecessary lines.

Put a gray wash over all but the white parts. When dry put in the leaves and stems with black. Outline the white parts in black, with a firm brush line.

Use ordinary ink, diluting with water for the light tones.

SUGGESTIONS FOR MAKING THE APRIL CALENDAR

Eugenia Horn, St. Joseph, Mo.

The Easter month brings to our minds the merry-making of this season. How the children love the Easter rabbit and the gayly colored eggs! The calendar shows a whole family of rabbits dancing around a tree-stump, which has in its hollow top a nest of bright Easter eggs. From over the hill come three more rabbits to add their offering to the rest. Outside the fence inclosing the field is a duck, also a chicken and one forlorn rabbit that can only look on, as he has no offering. The rabbits dancing and the ones coming down the hill are left white, while the rabbit outside the fence is speckled. The ground should be tinted rather a light yellow green, representing the young grass. The stump is a wood brown, and the fence black, thinned to a gray. The duck being really a gosling, is yellow, and the chick, too, is yellow. The sky is a pale wash of blue. The eggs in the basket and stump are various colors. The one the rabbit is carrying is pink with a band of green. Many different colored eggs mark the days, all the light ones marking bright days, and the deeper shades marking the dark days.

A movement is on foot in the Iowa legislature for making an appropriation of \$60,000 to pay for instruction in agriculture at the State Normal School and at such other colleges of the State as may care to undertake such work—the entire object being to prepare teachers so they may properly teach this subject in the public schools.



Spring design to be used in decorating booklets and calendars.—Miss Brinkworth.

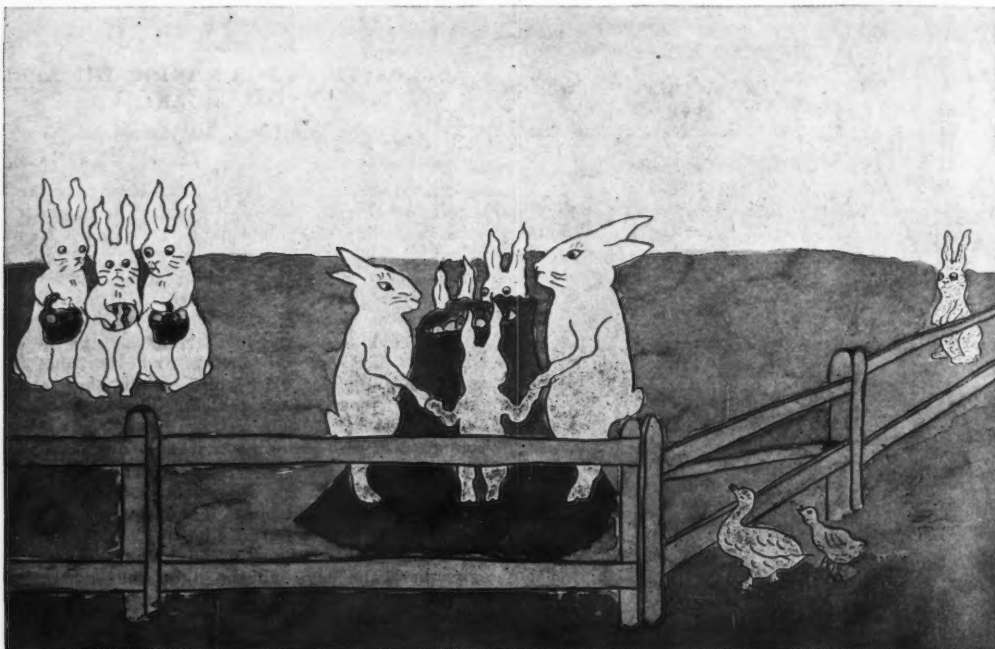
The Catholic School Journal































APRIL CALENDAR

EUGENIA HORN
ST. JOSEPH, MO.

(See Suggestions, page 379)

The dates in this Calendar correspond to April last year and are not correct for 1909



<i>Sunday</i>	<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>	<i>Saturday</i>
			1	2	3	4
						
5	6	7	8	9	10	11
						
12	13	14	15	16	17	18
						
19	20	21	22	23	24	25
						
26	27	28	29	30		
						

Language and Reading.

PRIMARY ENGLISH

M. G. Clark, City Superintendent of Schools, Streator, Ill.

THE ORGANIZATION OF THE MATERIALS

The First Year's Work

LITERATURE

In March Catholic School Journal the problem of the choice and the method of presentation of appropriate literature were discussed, and some few selections were suggested. The criterion for this selection was found, first, in the child's experiences, and second, in the atmosphere which the literature gave to the subject matter thru its emotional appeal to the child.

THE USE OF PICTURES

In exactly the same way the primary teacher should seek for opportunities to make use of those pictures with which every child should be familiar; pictures which, if properly presented to the child, will find their way thru his experiences into his emotional life. One trouble with picture study is found in the attempt we so often make to analyze the picture for mere language purposes. It thus becomes simply a matter of formal study and discussion and the child's whole attention is given to the discovery of what the picture contains without thought of its atmosphere and content.

In a certain developed picture study the writer recently saw the following questions. The subject was Millet's Gleaners:

1. In the foreground are three peasant women; what are they doing?
2. Describe their dress and tell how they carry the gathered grain.

3. For what do you think they will use the grain when gathered?

4. How will it be stored?

5. For whom do you think they are working?

Such questions are lifeless; they lack atmosphere. The child's life is not carried over into the picture, or the picture vitally connected in any way with his life, consequently his appreciation is not secured. It is meaningless to him except as it sets a task.

We ought never to forget that the pictures which are of greatest worth are those which carry messages of human experience directly to the human heart; that in some way they typify and reflect human life in its largest sense. Just to the extent that a picture does this for us, just to that extent does it have meaning for us and it is this interpretation of our own experiences which we read into a picture that constitutes our appreciation for that picture.

As in the case of the study of literature the picture ought never to be set up for formal study and analysis when appreciation of the picture is sought. In fact the picture ought not to be presented until its atmosphere has been developed. It is the creation of this atmosphere, based upon the child's experiences, that gives point and value to the conversations which lead to the presentation of the picture as the climax of the day's lesson.

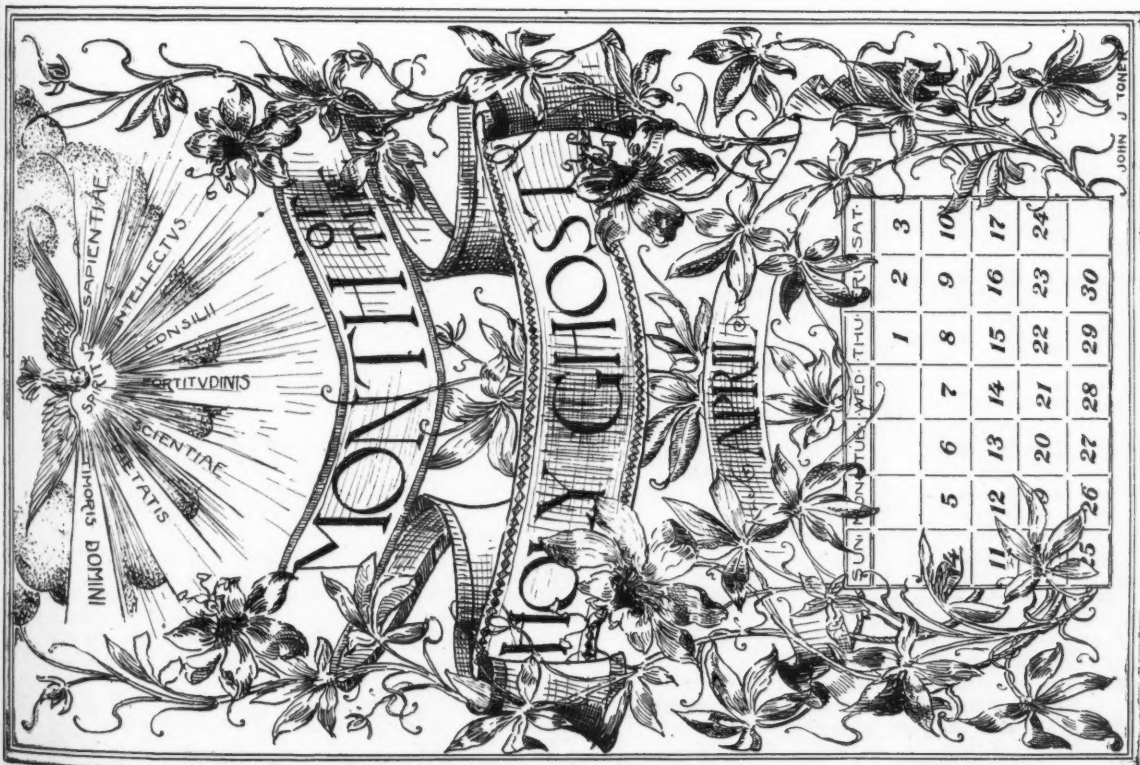
CONVERSATIONS

When the primary class is discussing the mother work and the mother care for the home and the children, why not present as the climax of that thought Millet's Feeding Her Birds? The foreign environment and the peasant atmosphere will but emphasize their interest as they discover that mother love and mother care are the same no matter where they may be found. Of course this conversation is not the result of one day's work nor must we hurry to the presentation of the picture. It really should come, as suggested above, as the climax of thought along this line of study.

Mother! What is mother doing?

Who cooks the breakfast?

Who wakes and dresses the children?



Who sends them out to play?
 While we play mother will tidy the house.
 She will wash and dry the dishes.
 She will sweep and dust the rooms.
 She will air and make the beds.
 She has everything prepared for dinner.
 I think mother is happy in her work.
 I hear her singing as she works.
 She is singing a lullaby to the baby.
 Let us play in the shade of this large tree.
 Do you hear the robin singing in the lilac tree?
 I see the mother bird upon the nest.
 The mother bird is keeping house, too.
 She has three babies in her nest.
 She must care for them and feed them.
 They are hungry babies.
 Hark! Mother is calling us.
 What are you doing, children?
 Watching mother robin feed her birds.
 Are my little birds hungry, too?
 Come then, sit in the doorway, and I will feed my birds, too.

Then you can go back to your games and your play.
 Have you seen a picture of Feeding Her Birds?
 Millet has painted the picture for us.
 Let us play the picture.
 This bench shall be the door step.
 Marie is mother.
 Lulu and Anna and I will be the children.
 We will make caps of our handkerchiefs.
 Come mother, feed your birds.
 Do we look like the picture?

Again, the father's place in the home, together with his love and interest in the child, is beautifully typified in Millet's *The First Step*. Both of these pictures reflect the true home atmosphere, and of course the keynote of each is "love."

In the development of the spring season and the spring atmosphere why not use Breton's *Song of the Lark*?

It is the month of May.
 The cold winds of March are gone.
 The April showers are over.
 The flowers are here.
 The air is filled with spring fragrance.
 The days are warm and balmy.
 It is the month of joy and gladness.
 Were you up early this morning?
 Did you breathe in the cool fragrant air?
 Did you see the great round sun rise over the meadows?

Have you heard the birds singing their early morning love songs?

The whole world seems singing; everything is filled with gladness.

How I love these early May mornings!

Who would stay in bed when the birds are singing and the flowers are blossoming and the sun is shining?

Listen! The birds are bursting their throats with gladness.

Have you heard the robin? Do you know his song?

Have you heard the bluebird?

Do you know the song of the lark?

The lark's best song is sung upon the wing.

There he is high up in the air. It is his morning song of joy and praise.

Jules Breton heard that song one morning.

He thought it the most beautiful song he had ever heard.

He thought the green grass and the flowers and the May morning made the song sweeter.

He has painted for us a picture of the song.

It is the *Song of the Lark*.

Even the peasant maid loves the lark's song.

The beautiful May morning fills her with gladness.

She thinks that the lark is singing for her.

The flowers blossom for her.

The sun shines for her.

I think she is right, don't you?

The thoughtful teacher needs no further exemplification of this subject. Place will be found in the development of the year's work for many of the following:

Millet—Feeding Her Birds.

Millet—The First Step.

Adams—Cat and Kittens.

Holmes—Can't You Talk?

Gardner—The Two Mothers.

Landseer—Shoeing the Bay Mare.

Dupre—The Drinking Trough.

Douglas—Mother and Daughter.

Breton—Song of the Lark.

This list is offered only as suggestive. One ought never to forget the criterion by which a selected picture is to be measured, and let us never use a picture simply because it is suggested.

STORIES FOR READING AND LANGUAGE

Mary Gardner, Duluth, Minn.

WHO BRINGS THE EASTER EGGS?

Long time ago Spring wished to send all the children some kind of a present to tell them she had come to town.

She decided to send every child in the land an egg, but who was there who could go carefully enough not to break them. The Bear thought he could carry the eggs safely, and wished very much to go, but he would never do to send, for the children would be frightened, to death when they saw a bear coming.

There was no one who could carry the eggs more gently and carefully than the Rabbit.

The Rabbit was the very one, but she was so afraid of the big dogs she might meet that she didn't want to go.

At last it was decided that the Rabbit should go with her eggs very early in the morning before daylight, when the dogs would be taking their last naps.

How was she to carry so many eggs? In what kind of a box or basket was she to put them in? Several birds offered to make a nest for the eggs, but the birds who offered made very rough nests, so Bunny did not think they would do. At last the oriole said she would weave a long, deep pocket, in which Bunny could carry eggs safely.

The sheep heard what the oriole was going to do, so to make the eggs still safer she sent some of her own soft wool to line the pocket.

When the nest was finished Bunny ran off with his presents of beautiful eggs for every child in the land.

Ever since Bunny's first visit, all the children find bright colored eggs by their beds when they wake on Easter morning.

COCK-A-DOODLE-DOO

Whenever I hear a rooster crowing his loud "cock-a-doodle doo," I think of a story Miss Maud told us. Perhaps you'd like to hear it, too.

Long time ago, when this old world was very young, there lived up above the clouds a handsome god, called Mars.

Mars was the god of war, and he had a servant Alectryne, who he had always thought was faithful to him.

Mars had a secret which he wished no one to know, and it was Alectryne's business to tell Mars if he saw any one coming.

Another thing Alectryne had to do every morning was to call Mars before the sun was up.

Mars wished Alectryne never to forget to wake him before it was daylight.

One night poor Alectryne had worked so hard he was very tired and slept so soundly he never woke until the sun was in the sky.

The first thing Alectryne knew, Mars was shaking him roughly and scolding him in the crossiest of voices.

Poor Alectryne jumped to his feet and stood before his angry master, not knowing what to say.

As Alectryne stood there trembling, feathers came out all over his body and his arms became wings.

He looked down at his feet just in time to see them change into long sharp claws.

He was so frightened that he threw up his head and shouted for help, but all he could say was "Cock-a-doodle-doo." From that day to this Alectryne has never forgotten to tell us the sun will soon be up, but "cock-a-doodle-doo" is the only way he can call us.

Now, when you hear the roosters so bright and early in the morning, you will think of poor Alectryne, who was changed into one by his angry master.

THE ROBINS

If the robins had newspapers, as people do, we would sometimes read as early as March that Mr. and Mrs. Redbreast had returned from the south and would be at home for the summer in the old apple tree. Then in October we would read again that Mr. and Mrs. Redbreast had left for the south, where they would spend the winter.

There was once a Mr. and Mrs. Redbreast who stayed with us all thru the long, cold winter.

They had built a nest for several summers in one of grandpapa's apple trees.

That spring they came as usual, and Mr. Redbreast was soon flying busily back and forth bringing whatever Mrs. Redbreast needed for the nest.

Soon after they had gone to housekeeping an old grey pussy caught Mrs. Redbreast and would have made a dinner of her if mother had not seen her just in time to save Mrs. Redbreast.

Mother took Mrs. Redbreast away from pussy's sharp teeth and cruel claws as quickly as she could, but one of her wings was broken.

My brother climbed up in the apple tree and put Mrs. Redbreast safely back in her nest.

Mr. Redbreast took good care of his little wife and brought her the best of everything he could find to eat, but it was a long time before she was able to fly at all.

All summer Mrs. Redbreast could fly only a few feet at a time because of the wing puss had broken.

As the days grew cold the other robins began to talk of going south.

Some robins who were already starting on their journey stopped for Mr. and Mrs. Redbreast to go with them, but we saw they did not go with any of their friends.

We felt sure they did not go south with the other robins because Mrs. Redbreast could no longer fly, and Mr. Redbreast, like a good husband, would not leave his little wife.

But we wondered what the poor little couple would do.

At last one day we saw Mr. Redbreast flying as busily here and there as he did in the spring, bringing his wife the same things he brought her when they were building the nest.

We wondered if they were going to build another nest, but we soon saw that was not it. Over the nest, so no wind nor snow nor rain could come in, Mr. Redbreast wove a kind of roof.

We saw now what it all meant. Since they had to stay here where it was so cold they thought they must make their nest as snug and warm as they knew how. Grandpa said such brave little birds must not suffer, so he had a large wooden bird house built and put their nest in it.

Grandpa knew that twigs and hay and horsehair would never keep out the cold north wind, and he was afraid the robins would freeze to death if they stayed in their nest.

If it had not been for grandpa, too, I think they would have starved to death, for there were none of the worms and insects robins eat to be found here in the winter.

Grandpa or some of us saw they had plenty to eat every day, and when the other robins came back from the south Mr. Redbreast and his little wife, who could not fly, were alive and well to bid them welcome.

STORIES FOR LANGUAGE AND RE- PRODUCTION IN PRIMARY GRADES

Ruth I. Jones, Shell Rock, Ia.

A Tulip Bulb

Many years ago in a tiny country across the sea, called Holland, the people were all very fond of tulips. Such beautiful tulips as they had, red and yellow and orange and white and all colors! Everybody tried to see who could raise the prettiest ones, and sometimes the little brown tulip-bulbs cost a great deal of money.

One day a man bought a very precious one and carried it home in a little sack. But what do you think happened to the precious bulb? The very next day the man's good wife found it in the little sack.

"Why!" said she, "the very thing to make the soup for dinner taste good."

And so she sliced up the precious tulip bulb in the soup, and the good man never had any beautiful golden tulips.

A Quarrel

Two big, round, red apples grew on a tree, which stood at the very tip-top of a high hill. All summer long they hung, side by side, day by day, growing rounder and rounder and rosier. One day they had a quarrel.

"If I could run I know I could reach the foot of the hill first," said one.

"No you couldn't," said the other.

"Yes I could," said the first.

A breeze heard them quarreling and blew the two apples down to the ground. Then over and over they rolled, faster and faster down the hillside, on, on, on, until at last with a little splash they rolled right into the sea.

"Booh! how cold!" said one.

"Ugh! how wet!" said the other. And there they lay at the bottom of the sea, wishing they hadn't quarreled and tried to run a race.

Plum Blossom

Plum Blossom is a little girl who lives far across the ocean in China. Her big brother, Ku Sing, knows how to make kites, very pretty ones, blue and red and green and yellow, in all sorts of queer shapes. Plum Blossom loves to play with her brother's kites, and one day Ku Sing made one from gilt paper for Plum Blossom, to be all her very own. It looked like a great shining dragon when Plum Blossom flew it in the bright sunlight.

Every day Plum Blossom played with her pretty kite, until one day it caught fast in the top of a tall tree. Plum Blossom cried and cried for she thought she could never again get her pretty kite. But when Ku Sing came home from school that night he climbed to the tree-top and got the naughty kite, so that little Plum Blossom didn't cry any more, but was happy again.

Kitty's Journey

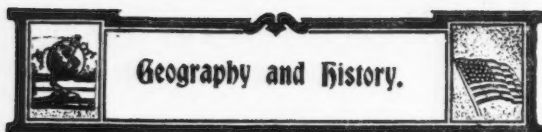
In a great hurry papa rushed into the house and put on his great fur coat. It was very cold outside, and papa, who is a doctor, had to go for a long ride to see a little sick boy. Jingle! Jingle! rang the sleigh bells, and soon papa was there.

He went into the house and was talking to the little boy, when they heard a soft "Mew! mew!"

"Have you a kitty?" asked papa.

"Why, no!" said the little boy.

"Mew! mew!" again. "What can it be?" cried papa and the little boy. Everywhere they looked, but no kitty was to be seen. "Mew! mew!" and papa felt something move in his great coat pocket. He put in his hand, and there, sure enough, was a kitty, my kitty, warm and snug. She had crept in there for a nice nap and had a long ride. How papa and the little boy laughed, while the little boy's mama brought the hungry kitty some milk to drink.



SOME ESSENTIALS FOR THE CORRECT INTERPRETATION OF GEO- GRAPHIC MATERIAL

F. E. Mitchell, State Normal, Oshkosh, Wis.

RAIN FALL

Humidity of the Atmosphere

By humidity of the atmosphere is meant the condition of the atmosphere with reference to the amount of moisture it contains. The only means the atmosphere has of acquiring moisture is thru the process of evaporation. The presence of aqueous vapor in the atmosphere is made possible by the fact that vapor is lighter than air, the ratio under one atmosphere being as 3:5. This fact seems insignificant, but were the ratio reversed, the atmosphere would be destitute of aqueous vapor and all land areas would be deserts.

Capacity of the Atmosphere for Aqueous Vapor

The capacity of the atmosphere for aqueous vapor depends on the temperature of the air, the law being, the higher the temperature of the air the greater is its capacity for aqueous vapor. Anything, therefore, that tends to increase the temperature of the air increases its capacity for holding aqueous vapor, and conversely, whatever decreases the temperature of the air decreases its capacity for holding aqueous vapor.

Saturated Air

When the atmosphere contains all the moisture it is capable of holding at any given temperature, it is said to be saturated with humidity. In this condition it has reached the dew point, and any further cooling of the air or the addition of additional moisture will cause precipitation.

The following table indicates the amount of moisture a cubic foot of air requires for complete saturation:

Temperature of air.	Amt. of moisture required to completely saturate one cubic foot of air.
20 degrees	1.30 grains.
32 degrees	2.13 grains.
50 degrees	4.09 grains.
60 degrees	6.15 grains.
70 degrees	8.00 grains.
80 degrees	11.00 grains.
90 degrees	14.81 grains.

Whenever the atmosphere at the temperature of 80 degrees contains 11.00 grains of aqueous vapor it is completely saturated, or in other words, the dew point has been reached. Should the temperature receive additional moisture condensation in the form of fog, dew, rain, or clouds would follow.

No matter in what condition, the atmosphere always contain some moisture, be it much or little.

The actual amount of moisture in the air is called the absolute humidity; for example, suppose the air actually contained 4 grains of moisture in each cubic foot. The absolute humidity of the air is then 4 grains of moisture per cubic foot. But suppose that while

containing 4 grains per cubic foot its temperature is 70 degrees. From the foregoing table it will be seen that at this temperature a cubic foot of air is capable of containing 8 grains of aqueous vapor. Then the amount of vapor in it is only one half of what the air is capable of holding, or 50 per cent of what is required for complete saturation. This is called the relative humidity of the atmosphere, and is expressed either by a fraction or in the terms of percentage.

Problems

Temperature.	Absolute humidity.	Find relative humidity
50 degrees	2 grains.	?
60 degrees	4 grains.	?
70 degrees	5 grains.	?

Changes in the absolute humidity of the air. This can be brought about in only two ways—by adding more moisture thru the process of evaporation or by decreasing the amount of moisture in the air by some form of condensation.

Changes in the relative humidity of the air. This may be brought about in four different ways. First, increasing the amount of moisture in the air. Second, decreasing the amount of moisture in the air. Third, raising the temperature of the air. Suggestive questions:

Which of these processes increases the relative humidity of the air?

Which one decreases the relative humidity?

How would you explain the fact that on some days, especially in the early summer, mornings will be cloudy or even foggy, the middle of the day clear, the evening cloudy?

This same phenomenon only in a different form is observed in the rooms of our dwellings in the winter time. In the morning the windows will be covered with frost or dew, in the middle of the day all this has disappeared, to form again at night. How would you explain this?

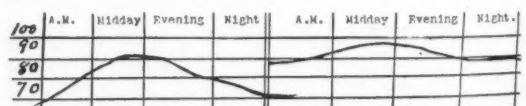
Drops of water form on the outside of the water pitcher in the summer time. Why do they not form in the winter time?

Effect of Aqueous Vapor on Temperature

Pure air is nearly if not quite diathermous. But when the air is saturated with aqueous vapor it offers great resistance to the radiant energy of the sun, and as a result much of this energy is transformed into heat in passing thru the air. Under such conditions the surface stratum of the air has a much lower temperature than it would otherwise have.

While saturated air offers great resistance to the radiant energy of the sun it offers far greater resistance to the feeble rays of radiant energy from the earth. One of the uses of the atmosphere is to prevent the heat of the earth from escaping into stellar space. When the air is highly saturated with aqueous vapor it is much more effective in preventing the escape of heat from the earth. The radiant energy from the earth, unable to penetrate the vapor laden air, is transformed into heat near the surface of the earth. In regions over which the air is highly saturated with aqueous vapor, the nights will be hot and sultry, because the heat from the earth is unable to escape, while in those regions over which the air is dry, the nights will be cool, no matter how high the temperature may have been during the day.

The following charts show the daily range of temperature in Minneapolis, where the relative humidity of the air is very low, and in Memphis, where the relative humidity is very high:



Rain Winds and Dry Winds

Since the relative humidity of the atmosphere is

changed with every change of temperature, it follows; first, that all winds growing warmer in their course, are non-rain-bearing winds; second, that all winds growing colder in their course are rain-bearing winds.

Conditions Under which Winds Grow Warmer

First. All winds moving toward the equator. In this group are included the trades, the northeast and the southeast polars. Second. All descending currents, whether descending in a high pressure region or descending a mountain slope. All currents moving from the sea to the land during the summer without materially changing either their altitude or their latitude. This last point may need some further explanation. For example, take the Pacific slope of the United States. During the summer in the northern hemisphere the Pacific Ocean just west of the United States is cooler than the land area situated between the Sierra Mountains and the coast. As the winds move inland their temperature is raised on account of the higher temperature of the land. Following the principle already laid down, they are dry winds during the summer season. France offers another example of the same thing. During the summer the surface of France is much warmer than the Atlantic Ocean just west of it. As the wind moves from the cooler water surface to the hotter land surface its temperature is greatly increased. With increased temperature comes a decrease in the relative humidity of the air, consequently the summer westerlies that blow into France are non-rain-bearing winds.

Conditions Under which Winds Grow Colder

1. All winds moving into higher latitudes. Since heat is greatest at the equator and decreases toward the poles, it follows that all air currents moving into higher latitudes grow colder as the distance from the equator increases.

2. All currents moving into higher altitudes. Since the temperature of the air is greatest at the surface of the earth and decreases about 1 degree for every 200 feet of increased altitude, it follows that all ascending currents must grow colder as their altitude increases.

There are two conditions under which currents will ascend; first, in all low pressure areas; second, where horizontal currents are driven against mountains.

3. All currents moving from sea to land during the winter season. In the middle and high latitudes the temperature of the land is considerably lower during the winter season than the temperature of the adjacent water. This is due to the difference in the depth to which heat penetrates the land and water, also to the difference in the power of land and water to radiate heat, and also to the high specific heat of water and the low specific heat of land.

WITH ROOSEVELT IN AFRICA

Mr. Roosevelt's much-talked of journey into Africa will be the occasion for interesting school children in the special study of Africa, and especially the eastern portion which is to be visited by the Roosevelt party. On the 23rd of March, Mr. Roosevelt with his son Kermit, who is to be the official photographer of the party, and several representative scientists of the Smithsonian Institution at Washington, departed from the United States on the long journey to East Africa. On the other side of the water the Americans will be joined by an English hunting party led by R. J. Cunningham, who has guided numerous exploring parties in Africa and who is also an experienced collector of natural history specimens. He will act as guide and caravan chief to the whole party. It is reported that the expedition will go by way of the Mediterranean, the Suez Canal and the Red Sea, thence southward thru the Indian Ocean, reaching Mombasa, a seaport of British East Africa, located on the little island of Mombasa, close to the mainland, about the first of May. This point is four degrees south of the equator and is one of the most busy, bustling places of British East Africa and is the port for the important British state of Uganda which lies in the high-

lands to the westward about as far inland from the Indian Ocean as Ohio is distant from the Atlantic.

This expedition is spoken of as the Roosevelt expedition because Mr. Roosevelt conceived the idea but the expedition, which goes out wholly for scientific purposes, is sent by the Smithsonian Institution. Tho Mr. Roosevelt pays all of the expenses of himself and son, the Smithsonian Institution pays the expenses of its own scientific representatives in the party. The real end to be sought by the expedition is science not sport, but there is no doubt but that the persons in the party will have a good deal of the huntsmen's sport. There have been attempts to make it appear that Mr. Roosevelt and his companions were going into Africa for the single purpose of shooting and butchering as much game as possible. This is wholly a misrepresentation. The aim of the expedition is to secure and bring back to the national museum specimens of animal and vegetable life. They will endeavor to secure for the museum adult specimens of each sex of the big game families which they may find in the course of their excursions into Africa and likewise specimens of smaller mammals and birds. It is not expected that the hunters will kill any other animals than those to be brought to the museum for specimens except such as is necessary to supply the camp with meat.

Under the head of "Big Game" there are to be found in the territory to be explored, the elephant, lion, rhinoceros, giraffe, hippopotamus, buffalo, leopard, zebra, and about forty specimens of antelope. It is thought by a good many people that Africa is the home of the tiger but it is stated on good authority that there are no tigers in Africa unless they have succeeded in keeping themselves hidden thru all the years of African exploration.

The exact path of the expedition cannot be told. The general direction to be followed by the exploring party, however, is to the northwestward from Mombasa to the Uganda country, to the Nile, and then working down it with side trips to tide water. It is expected that ten months will be spent in Africa.

From Mombasa there is a railroad running to the northeast point of Victoria Nyanza, the largest fresh water lake in the world. This railway is about 600 miles long. Our party is expected to go by rail from Mombasa perhaps as far as Nairobi, which is about 300 miles or more inland. Here the party will be in the very midst of the great hunting fields of East Africa.

The Uganda railroad over which the party will go is a narrow gauge and the cars are small. The travelers on this road will now and then pass a train loaded with tusks of ivory, bales of hides, India rubber, and also cattle, sheep, donkeys and goats. Mr. Frank G. Carpenter, the celebrated traveler and author of *Carpenter's Geographical Readers*, in speaking of this road says: "We learn that horses, mules, donkeys, sheep and goats are often carried on the same train with the passengers. A horse goes as a first-class fare; a donkey pays second and a sheep or goat is carried at the third-class rate." This custom prevailed some four or five years ago. With the increase of traffic this condition has probably been improved.

In describing the trip over the Uganda railroad from Mombasa, which Mr. Roosevelt and his party will follow on their journey into the interior an article in *McClure's Magazine* says:

"For a distance of one mile on either side of the tracks along the line of the railway all game is protected. Winston Churchill, who was in British East Africa last spring, rode on the pilot of the engine to observe the game. The railway leads thru a zoological paradise. Churchill saw six lions from the train. Mr. Prynn, from whom the facts used in this article were obtained, saw four on the same journey. A male and female, pacing side by side, were not three hundred yards from the passengers. The pair merely turned their heads to look at the train. At another point in the panorama he saw a female lion stretching like a cat on the red veldt near

School Music

METHOD OF TEACHING MUSIC IN THE SCHOOLS

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T. P. Giddings, Supervisor of Music, Oak Park, Illinois.
SEVENTH GRADE

Theory

Much theory is sometimes taught in this grade, or to be more accurate, attempted. It is of no advantage and takes a great deal of time that would be better spent in singing. Of course the pupils must know the keys and the note and rest values, but these are all learned by singing. What I mean by valueless theory is the writing of scales and chords of all sorts, learning intervals and all the other things the pupil must know if he is to study harmony, but which are not of the slightest use to him as a singer. When he is ready to study harmony he can learn all those things very readily if he can read well, in fact, he will find that he has picked up most of them in his singing. It has been contended that it makes the pupil a better reader to be able to write the scales in all their variations, but my experience has been directly to the contrary. For some time I taught all the theory carefully, but finally made up my mind that it was a waste of time, and stopped it. My pupils can read much better since I ceased filling their minds with things they didn't need, and had them spend their time in singing. It was simply another one of the numerous places in our work where the pupil learned in spite of the teaching, and not on account of it.

Voice

Test the voices every three months in this grade, the same as in the sixth. Divide them into four parts so that they are ready for a four-part song when it appears. The new part will be the first alto, and on it place the higher alto voices. Let these sing the middle part in three-part work. Two-part work is rather unsatisfactory in this grade, as the second sopranos will very likely have to sing too high or too low. It will sound thin after the three parts, and needs a piano to make it effective, the same as the one-part does.

Once in a while there will be a boy whose voice will sound so rattly and shaky that it is well to let him rest a few weeks. As he will very likely yell on the streets as usual, this rest will do him little good, and it might be as well to let him sing lightly in a limited compass. If the voice work has been good in the grades below you should find none of these rattlers.

Many say to let the voice rest entirely while changing. I cannot agree to that at all. The notion arose from the breaking of the choir-boy's voice. He has been used to long rehearsals, often in a very loud tone. This, of course, is out of the question when the voice is changing. The school lesson is a very different matter. It is but twenty minutes long, and the tone is soft and easy. I have had to excuse very few boys from singing, and I am always accused of being over-careful. If one has to be excused, on no account let him leave the class. Let him remain and sing mentally. This will be an excellent opportunity to impress upon him that singing is an intellectual occupation as well as an emotional one, and he will advance nearly as fast using his head as when he merely uses his voice.

Give each pupil, whose voice is changing, a certain compass, and tell him to keep within it if he values his voice.

The Unmusical Teacher

Occasionally a teacher who cannot read has to take charge of upper grade music. It is a hard place to be in,

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but let her not mind the music at first. There is one thing she can do at once. She can start and stop them, and see that they keep at work. They already know how to do this, and she will but have to see that they do it. It is impossible for an unmusical teacher to take an upper grade room and teach them much music. She can, however, see that they go right on teaching themselves. Never mind if she does miss some of the mistakes. That is of far less importance than that she should reduce the reading speed of the class to her own slow pace. She should keep them up to their speed all the time. Her speed will come later. I have had upper grade teachers who could not, at first, read at all, but could tell with unerring accuracy whether the pupil was putting forth all his mental power or not, and who could incite him into putting forth all his power when he needed prodding. They were good teachers of music from the start. They did not bury their noses in the book while the class work was going on. They did that outside of school, and as soon as they could read they became fine teachers of music. They got hold of the right end of it the first thing.

Good Singing

The singing should be very beautiful in this grade, barring the few changed voices. Every lesson should sound like real music. To me there is no music so charming as that of a roomful of fresh young voices singing three and four-part songs, unaccompanied, when the parts are well balanced and the tone natural. There is a wonderful beauty in children's voices at this age. See that this charm is always present. It will be, if the work is what it ought to be. We are teaching music in these upper grades especially it should be very apparent.

APRIL FOOL LAND

George Phillips in April St. Nicholas.
There's a joyful land, I understand,
For the folks who know the way;

It's hard to learn the place to turn,
And it can't be reached in a day.

Oh, a tricky road

And a mixey road,

That leads to the Joyful Town,
Where every rule is April Fool
And streets run upside down.

Policemen bold are clowns, I'm told,

And all the money is jokes.

And as for the King, in the land I sing,

He's the fellow that's best at a hoax.

Oh, the royal crown

In the Joyful Town

Is the jingling Jester's cap,

For every rule is April Fool

And every door a trap!

With wily care must you beware

Of the sign-posts in that town;

They always sound the other way round,

And they're mostly upside down.

The pie crusts hide

White mice inside,

And the frightened guests all scream—

For every rule is April Fool

And school's an idle dream.

Now, once a year the folk come here,

And a joyful time have they!

They turn the town quite upside down

On April Fool—his day.

If I could find

The roads that wind

Across to Joyful Town,

I'd backward run and have some fun

With Harlequin and Clown,

Where every rule is April Fool

And streets lead upside down!

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Catholic School Journal—April

(Continued from Page 8)

friend; he re-establishes Peace. Threatened war often preserves Peace, and accomplished war restores Peace.

No. 48. COURAGE—When people have the courage of their political or religious convictions, they are willing to suffer for them, and to regain perfect Peace at the expense of pain. I feel, then, that I am justified in claiming a place very near this mystic throne that is centered in the hearts of the people. (Enter Trusts.)

No. 49. TRUSTS—Oh, Uncle Sam! my very good friend and indulgent patron, and Young America, hearty admirer and zealous promoter of Trusts, here is our opportunity. Let us make a "Combine" of the virtues and the vices, also of the great religious and political qualities, and—yes—what a stroke of genius!—get a monopoly of all the Courage in the world. My! but that is a great idea! We'll gain every battle and secure every victory; we'll grab all the lands and all the riches. Why, we can then bring to "The States" all the world's potentates, all its heroes, all its saints and all its sinners. How does that strike you, Uncle Sam? No heroes but the American brand; no saints or sinners without "U. S. A." after their names!

No. 49 (b). STRIKER—Just leave the sinners out of that invoice, will you? We have sinners enough of our own; they are a drug in the market. We don't need any second-hand sinners, just now; the supply of the home-made article is greater than the demand. You might import a few saints, but probably the tariff on 'em would be too high.

No. 49 (c). FUTURE—When I am running things, after a few years, I'll have a high tariff on sinners, or charge a high license for their propagation. There shall be free trade, or reciprocity with all nations as to saints, however.

No. 50. PAST—I am glad we had no such follies to bother us in my time. We had countless saints whom the Present still quotes, and we had sinners, fine, sturdy sinners. We had good, jolly, fighting, face-to-face, and downright, honest, highway robbery. There was no sneaking around, calling a spade a silver teaspoon.

No. 50 (b). SCIENCE—You may well call these modern nations follies, and laugh at modern society for calling spades silver teaspoons, but there is much to be thankful for. For one thing, the Trusts, though they may possess a man's mind and heart, life and labor, cannot enter the realm of divine grace and moral virtue. Neither can they conquer Science, though they make reckless use of my inventions and appliances. They are a great political danger, however—and I would say—Watch the "Combines," Young America, watch the "Combines."

No. 51. YOUNG AMERICA—I have been watching them, right along, and I have concluded that all we have to do is to form a union, a scientific, artistic, Uncle Sam-uelistic union of all the political and moral virtues and

qualities that Religion would require us to have. That will preserve our national integrity in its struggle with the degradation of the Trusts, and nothing else will.

No. 52. UNCLE SAM—See here, my son, you had better be careful; somebody will be screeching the advice to you to be "non-sectarian," or to beware of "Popery." I approve of a judicious mixture of religion with politics; it's respectable, you know, and it sounds well in "President's Messages" and "Thanksgiving Day Proclamations," but you are going too far.

No. 53. PIETY—Uncle Sam is right, Young America; your religious union would not work any better than the moral combine of the Trusts. It is not for you, nor for Uncle Sam, nor for any purely civil government to command the great moral qualities of the human heart, and yet the world is taught the possibility of morality without faith, and without the practices of religion.

No. 54. TRUSTS—Religion always takes care of herself, I notice; and now I want to ask, am I to have no part in that great future to which some of you have referred? If you ignore me, I'll force your recognition. I'll combine War, and Strikes, and Socialism, and we will shatter your mystic throne in an hour. Pale Peace shall flee before us, and weak Piety will be unable to withstand us, even though Courage support her. Ours will be so tremendous a victory that even the vaunted Uncle Sam will fall before it and, in your midst, on a material throne, shall sit an all powerful and relentless king.

No. 55. PEACE—That victory will never be yours as long as the people are loyal to Liberty and to me. But, good friend, our mystic throne is still without an occupant. Where is that noble spirit whom we invoked long since? Where is lordly Patriotism? We would fain give him this throne and offer him our steadfast allegiance. (Enter Patriotism.)

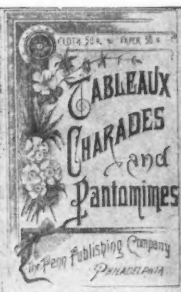
No. 56. FREE PRESS—Even now he appears. Hail, noble spirit of Patriotism! Most gracious support art thou of the liberty of our land. To you we offer our untiring devotion and unfailing allegiance.

No. 57. ALL—(To Patriotism): Hail, noble spirit! All hail! We offer our loyal homage to thee.

No. 58. WAR, TRUSTS, CAPITAL, LABOR, AND STRIKES—Hail, powerful spirit! All hail! We offer you a devoted service.

No. 59. LOYALTY—You have spoken wisely, good friends, each according to his heart. Permit me, glorious Patriotism, to lead you to the mystic throne that stands so securely in our midst.

No. 60. PATRIOTISM—Noble Spirits, here assembled, I greet you. In union with you, I have but one wish, our country's highest good, and the true welfare of the people. My heart is kind and strong, my ears are open to words of wisdom, my eyes are clear to see the higher and better pathways to national greatness. What have my country's friends to ask of me?



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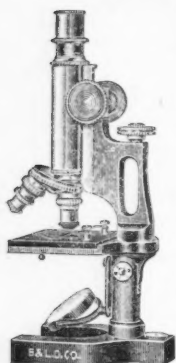
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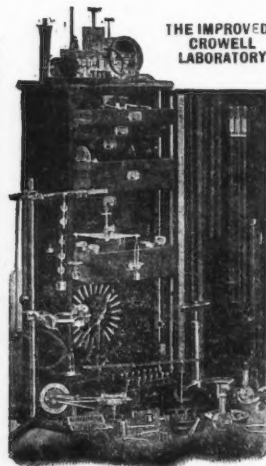
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WAR—I come not to ask, but to **grant** favors. I am here to offer my homage and my powerful services, that your throne may be stable and your possession of it secure.

No. 61. FREE PRES—Presumptuous Spirit! Think you. Patriotism has naught to do but follow **your bloody trails**. Has he none but **military** battles to win? Shall he further civilization with only the sword? In this fair land, it were better for him to cultivate the arts of peace, and let Piety and Courage wage for him his bloodless battles against wrong, and for the triumph of the right.

No. 62. PATRIOTISM—While your last statement is true and we appreciate its beauty and wisdom, yet we cannot ignore the fact that War has been our friend in the past, however small the use we may have for him in the present. Three times in our history War has preserved our national existence, and not long since, War added so greatly to our glory, and our prestige, among the nations of the earth, as to preserve us, perhaps, from defensive War for a long time to come. We think the God of Armies who granted us our wonderful victories.

Prince of War, we acknowledge your worth, and we realize that we may need your services again, but at this bright hour, do you retire and let sweet Peace approach. (Addressing Peace): Though I dare not banish War, yet to you, fair Peace, I offer the position of honor at my right hand—nay—you shall share my throne.

No. 63. PEACE—It may not be, O noble Prince! One greater than I, wiser than you, more powerful than all of us together, comes to occupy our mystic throne, but Peace, and all true, brave spirits will hover near you, for wise and holy is she, who comes in the name of the Lord. The great God loves her beauty and delights in her sanctity, hence He has made her Queen of His kingdom on earth.

Let us greet her with joy and pay her worthy homage. Let us keep her in our midst, the glorious occupant of our mystic throne. Then will all our citizens be truly prosperous, happy and good. (Enter Religion.)

No. 64. PIETY—Behold, she approaches! Liberty and Loyalty, do you stand on guard; Peace and Patriot-

ism, lead our queen to our mystic throne. Religion comes. All hail!

No. 65. ALL—Hail! All hail! Gracious Queen, welcome, O holy one, sent by God to rule us! (They bend the right knee while saying this.)

No. 67. RELIGION—Joyfully, and exultantly, do I accept the homage of your hearts, O loyal Spirits! "In union there is strength," and now I shall lay the cornerstone, as it were, of that union by calling upon Patriotism to share the Double Throne. Come hither, noble Patriotism; together we shall reign. Patriotism has always its inspiration and its strength in Religion. Each is useless, or worse, injurious, to the nation without the other. The Church teaches loyalty to lawful authority, to duly constituted government. True Patriotism cannot exist without the principles and practices of Religion. Let us occupy this throne together, in unity of spirit, and in mutual respect, and then will the people of this fair land of peace and plenty become prosperous, happy and holy. Aided by me, Patriotism will solve in peace and quietness all the problems that dismay good citizens and that torture and exasperate socialists and anarchists. Advised by me, Patriotism will quietly discover and we'll peacefully abolish political and financial evils, and will institute reforms without bitterness or death. Come! Gather round the throne! Let us honor the Past, Strikes and War for the good they have done. Let us glorify the Present, that is making such valiant struggles to reach higher things and to institute better conditions. Let us plan for the ennoblement of the Future, and for the furtherance of Arbitration. Even the Trusts might be made worthy of their title, and Labor and Capital become friends engaged in co-operative business. The Free Press shall be the Apostle of improved conditions, and shall record the good, not the evil, that man does. Science and Art have always been my allies, and such they will continue to be. Peace, Liberty, Loyalty, Courage and Piety will perform their glorious mission on earth with a ten-fold zeal and earnestness. Uncle Sam and Young America will be my patrons and protectors, and while Patriotism and Religion share the double throne, Columbia shall be the truly happy, shall be truly the land of the free!

(Religion and Patriotism occupy the throne.

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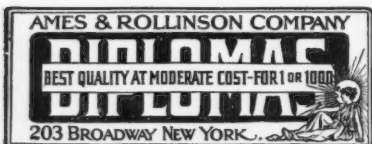


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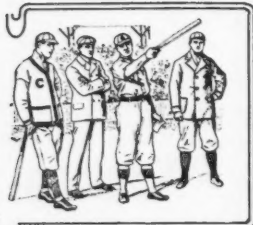
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TWENTY-SEVENTH PRESIDENT.

William Howard Taft, the twenty-seventh president of the United States, began his administration under auspicious circumstances during the past month. Approximately 30,000 men marched in the inaugural parade, according to official reports made to the inauguration committee. There were 22,000 soldiers, sailors and marines of the regular service, national guardsmen and independent military bodies, including the cadets from West Point and Annapolis in the military division.

Forty-five organizations of white and nine of colored men applied for positions in line, as well as one body of Indians. These, with their musicians, numbered about 9,000.



The president's cabinet or executive family consists of:

Secretary of state—Philander Knox of Pennsylvania.

Secretary of the treasury—Franklin MacVeagh of Illinois.

Secretary of war—Jacob M. Dickinson of Tennessee.

Attorney general—George W. Wickersham of New York.

Postmaster general—Frank H. Hitchcock of Massachusetts.

Secretary of the navy—George von L. Meyer of Massachusetts.

Secretary of the interior—Richard A. Ballinger of Washington.

Secretary of agriculture—James Wilson of Iowa.

Secretary of commerce and labor—Charles Nagel of Missouri.

Rumors of late coolness between the retiring and incoming president were set at rest when Mr. Roosevelt, in inscribing a brief biography of Mr. Taft in the inaugural souvenir, paid a warm tribute to his successor, paid a warm tribute to his successor.

The following from The Century Magazine may be taken as throwing light on the general character of the ensuing administration:

Some recent estimates of Taft imply that he is a sort of good natured giant whom marvelous industry and a genius for diplomacy have served as a substitute for great talent. Indeed there appears in certain quarters a tendency to congratulate the country because he is not "brilliant"—or eager to display "versatility." Yet his record certainly shows him to be versatile in a far reaching sense. It is certainly a distortion of language to call a man a mere plodder because he gets up his subjects thoroughly. Any one who has heard Mr. Taft dictate to a stenographer, and has observed how rapidly and yet perfectly knitted with thought come out the sentences even of an important public paper, realizes that his brain is a splendid machine, powerful and accurate, and also swift, in its workings. The fact is, he has deliberately cultivated a certain simplicity of style in his addresses and reports, aiming primarily at clearness of exposition; his sentences, when conversing rapidly or when dictating a paper are, while most logically interwoven, apt to be somewhat packed with thoughts and modifying considerations, and he revises not a little with his pen.

Faithful public service is with Mr. Taft a religion. He not only gives it himself, but he insists upon it from every one associated with him in office. Other offenses he may pardon, but unfaithfulness in the discharge of a public trust, unwillingness to bear any burden, no matter how heavy, in the dis-

THE DANGER OF DUST IN SCHOOLROOMS.

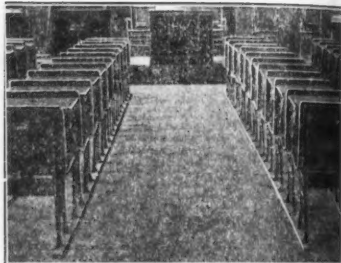
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DUST DANGER is a real—not a theoretical menace. Scientific research has proved that dust is the greatest carrier and distributor of disease germs known.

The dust problem in schoolrooms is one that should have the serious consideration of every Board of Education, every Superintendent of Schools, Principal and Teacher. The elimination of dust is a duty that must appeal with peculiar force to those charged with the responsibility of caring for the health of pupils.

HOW DUST SPREADS DISEASE.

Disease germs multiply with exceeding rapidity. A single germ falling on fertile soil will, in an incredibly short space of time, generate millions upon millions of its kind. These micro-organisms are found by the million in dust, so that every current of air carries the dust to be set in circulation, and with it the countless myriads of living germs that are such a menace to health.



The remedy for the elimination of dust is not sweeping and dusting, for such expedients merely start the germs afresh on their aerial errand of warfare against mankind.

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charge of that trust, these failings he will never pardon. President Taft's salary will be \$75,000.

BENEDICTINE FATHERS GET LAND.
From the Indian affairs committee of congress Senator Owen was authorized to report favorably to the senate a few days ago Senator Gore's amendment giving lands to the Benedictine Fathers of Sacred Heart, Okla. The amendment is to a house bill making appropriation for the Indian department. It reads:

"That the secretary of the interior is hereby authorized to issue a patent in fee to the Benedictine Fathers of the Sacred Heart, Okla., for the land now and for many years reserved for and occupied by the Sacred Heart Mission on the Pottawatomie reservation, Oklahoma, containing 640 acres."

CATHOLIC SCHOOLS TRAIN.
eral of the Christian Brothers in Ireland, has completed a visitation of Australasia. Interviewed by a representative of the Sydney Freeman's Journal, he said: "In the different towns that I visited I met numbers of edifying Catholics in the learned professions, in commerce and trade, whose early training had been received in your Catholic schools, and I learned also that the ranks of the civil service were filled to such an extent with the graduates of the Catholic schools as to alarm the bigots."

A GREAT CHOIRMASTER.
Pope Pius X has appointed the Rev. Dr. Haberl, the celebrated founder and director of the Church Music Conservatory at Ratis-

bon, Germany, a domestic prelate with the title of monsignor, as a recognition of his valuable services in the cause of Church music reform. Dr. Haberl, together with Canon Froske, Fathers Hanish and Witt, was the pioneer in Church music in Europe at a time when the question had not the importance it has since received.

FIFTY PRIESTS TO HELP PAY DEBT.
Fifty Catholic priests of the archdiocese of Baltimore met recently and decided to make personal contributions to assist Cardinal Gibbons in raising \$130,000 to pay the debts of Rev. Casper P. Elbert. Bishop O. B. Corrigan presided at the meeting. The Ancient Order of Hibernians has contributed \$1,000 and it has been announced that collections will be taken up at the cathedral

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POPE HONORS BOY.

Francis Wallace Healy, 7 years old, son of Mr. and Mrs. F. D. Healy of St. Louis, has been especially honored by Pope Pius X by the gift of the pontiff's cap. It is made of heavy white silk and lined with a solid piece of chamois skin, and came to young Healy through his uncle, W. Pratte Layton of Los Angeles, Cal., at present on a tour of Europe. In an audience with His Holiness he asked a special blessing for the lad and told the Pope Francis was about to celebrate his seventh birthday. After blessing the boy, he took off his cap, called zucchetto, and gave it as a token.

USE OF ITALIAN FUND.

The people of the United States have contributed \$1,800,626.02 to the earthquake sufferers of Italy—three times as much as all Europe combined. The appropriation of \$800,000 made by congress has been expended—\$300,000 for food supplies, which were on their way to the battleship fleet at the time of the earthquake and were diverted to Messina, and \$500,000 for portable houses and extra lumber, tools, hardware, for their transportation to Sicily, and for the employment of labor to set up the houses on the scenes of destruction.

VATICAN PICTURE GALLERY.

The new picture gallery of the Vatican was inaugurated on March 18, but permission was accorded for a preliminary view. The old Vatican gallery contained sixty pictures, but the new collection embraces not less than 800 canvases, displayed in seven beautiful halls opening on the magnificent Belvedere court. The new collection is due to the initiative of this new gallery is due to the initiative of the present Pope.

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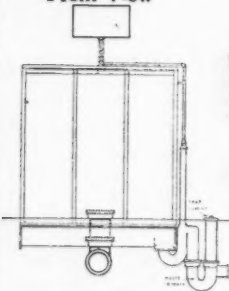


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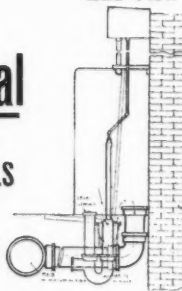


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Representatives of 60,000 Catholic trades unionists met in Glasgow, Scotland, and adopted resolutions condemning the British trades union council for its action in adopting resolutions favoring the exclusion of priests as teachers in the public and elementary schools.

The present population of Greater New York is estimated at 4,250,000. It will help us to realize the importance of the metropolis if we recall that its population exceeds the population of the United States during the first term of George Washington's presidency. Greater New York also exceeds the population of England at the time of Queen Elizabeth, "the England of Shakespeare."

Prof. M. J. Rohan of Marquette University, who is at the head of a committee for the purpose appointed at the recent national A. O. H. convention, reports great success in introducing Irish history into the parochial schools throughout the country.

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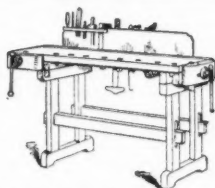
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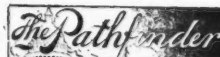
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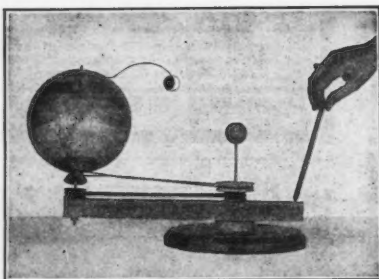
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The archbishop of St. Boniface is about to sell to the Manitoba government \$2,000,000 worth of church lands in eastern Manitoba, which will enable him to pay for a new \$600,000 cathedral, to found a seminary and to establish other church institutions. These lands will be transferred to certain railroad corporations which desire them in connection with big operations.

Rev. Henry Ader of Alton diocese died at St. John's hospital, Springfield, Ill., on March 5, aged 56. The remains were taken to Carlinville for interment. Father Ader was one of the most scholarly men in Illinois. He was master of seventeen different languages and was especially fond of literary work. As a student he was classed as one of the most erudite in the priesthood.

St. Teresa Academy of Columbia, Mo., is the first Catholic institution of that grade in Missouri to be affiliated with the Missouri State university.

Henry Bausch, vice president of the Bausch & Lomb Optical Company, died March 2 in Augusta, Ga., where he went for his health. Mr. Bausch was 59 years of age. After graduating from Cornell University in 1875 he entered the Bausch & Lomb factory, beginning his business career by working at the bench, so learning the business from the ground up. His special interest was in the microscopic and scientific department.

Announcement is made of a change in the ownership of the publishing business of Powers & Lyons, Chicago and New York. J. A. Lyons has purchased the interest of O. M. Powers. Mr. Lyons and Mr. Powers have been associated in business for twenty-one years.

Mr. Powers will devote his time and attention exclusively to the Metropolitan Business College, of which he is president. The publishing business will continue under the management of J. A. Lyons. The name of this well known house is now J. A. Lyons & Co.

A little book that will prove of interest and value to commercial course teachers is "Practical Drills in Shorthand and Penmanship," by George S. McClure. The book is a reprint of the penmanship drills by Mr. McClure which appeared in the Gregg Writer five years ago, and which proved to be exceedingly popular. It is likely that the publication of these drills in book form will do much to promote a better standard of shorthand penmanship, especially so in view of the fact that the publishers have placed the retail price of the little book at the very low figure of 15 cents. Gregg Publishing Company, 151 Wabash avenue, Chicago.

In a recent issue of this journal the announcement was made of the introduction of the Isaac Pitman Shorthand into Earl Hall (Christian Association), Columbia University, New York City. The authorities of Columbia University are so well pleased with the result of their experiment that they have decided during the coming fall to introduce the subject of shorthand and typewriting as a regular course in their curriculum. It is also interesting to know the fact that the Isaac Pitman system has also been successfully introduced into Barnard College.

TYPEWRITER BARGAIN.

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